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PRIMARY LESSONS

IN
LANGUAGE
AND
COMPOSITION

BY

W H MAXWELL M A

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PRIMARY LESSONS

IN

LANGUAGE AND COMPOSITION

BY

W. H. MAXWELL, M.A.

ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, BROOKLYN, N. Y.



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P R E F A C E.

THIS little volume is the first of a two-book series on Language and Composition. In it the subject is treated without the technicalities of grammar. In the second, or "Advanced Lessons," grammar will be used as a means of criticism and a labor-saving apparatus in the use of terms.

The thought I have kept constantly in view while writing is best expressed in the following words from Dr. Bain: "Now the school-master may allow the accumulation of sentence types to proceed silently with the reading lessons, or he may do something expressly to quicken the process of stamping them on the memory. I assume that the age of Grammar has not yet arrived; and hence the *science* of sentences is not entered upon. That age is, nevertheless, drawing near; and there may, conceivably, be a preparation for it, not to say a certain amount of independent tuition having the same final result, although not in the same complete form." As empirical knowledge should, indeed must, always precede scientific knowledge—as direct observation must go before the more complex operations of reasoning—as qualitative analysis must be the forerunner of quantitative analysis, so a knowledge of the proper use of language-forms—both words and sentences—should precede their scientific study. The only question is as to the amount of precision, of complexity, and of technicality to be given to the study. Of complexity and technicality, it has been my object to give it as little as possible; of precision, as much as possible.

To train young children in the proper use of the words that belong to a child's vocabulary, and to give them facility in the use of such sentence forms as they can readily imitate and employ, have been my chief objects.

I have also introduced a series of exercises intended to supply, or to lead the child to supply, the matter to be clothed in language. These exercises consist of graded lessons on pictures and narratives, which serve the double purpose of reviewing the more technical language lessons and of training the mind in observation and reflection. To study words and sentences without cultivating the faculties that give substance to language is to lead the mind on a futile quest. What I have aimed at is the development of the power of thinking along with and through the development of the power of expression. The one is of little use without the other. Indeed, one can scarcely exist without the other. Thought claims expression; expression excites thought. As thought is logical, language will be clear; as thought is confused, language will be defective.

A long series of experiments has constrained me to the conclusion that description is not at first the most natural exercise in expression for young minds. The results are almost invariably stilted, if not artificial; borrowed largely from the teacher, if not learned by rote. Purely descriptive writing neither excites the interest nor elicits the variety of expression required. The untutored mind, whether of the child or of the adult, will receive exquisite pleasure from one of Sir Walter Scott's stirring narratives; while it will hear with indifference his most brilliant description of character or of scenery. The truth is that the evolution of the child's mind should follow as nearly as possible the lines of the evolution of the race. Among all nations emerging out of barbarism—from the Greeks to the Anglo-Saxons—from Homer to Cædmon—narrative of some kind is the earliest form in which mind finds enduring expression through language. So is it with children. In them, as in their fathers, the love of story predominates. Let them learn to write stories; and through writing stories, to describe; and through narrative and description, to connect things as to cause and effect, and thus lay the foundation for deeper and broader culture.

Each lesson is divided into two parts—oral and written. The correct use of language orally is certainly as important to the average man or woman as the correct use of written language. The former should receive in the schools at least equal attention with the latter. While every lesson on every subject should be a lesson in the use of language, I have found that special drills such as I have attempted to outline, are

absolutely necessary to secure that correctness and lucidity of expression which all desire, but which few attain.

Here, however, a word of warning is necessary. These oral exercises should not be slavishly followed. They should be changed, extended, or abridged, as occasion may require. They are intended to be suggestive, not exhaustive.

In the Appendix will be found directions for composition writing on familiar objects, actions, plants, and animals.

I have to thank Mr. Robert Louis Stevenson, the poet-novelist, for many hints for stories found in that most charming of children's books, "A Child's Garden of Verses"; as well as *St. Nicholas* and *Harper's Young People* for stories and poems. Many friends and co-workers have done me the honor to criticise my work as it progressed; to them also my thanks are due.

W. H. M.

BROOKLYN, N. Y., July, 1886.

HINTS TO TEACHERS.

1. This book should be placed in the hands of children as soon as they can read and write with some degree of facility; say a year and a half after entering school.

2. The book should be in the hands of each child. It is not a teacher's manual. It is a book for the child to use directly under the eye of the teacher.

3. There should be no preparation of the lessons by the pupils—no "home work." They should not see the book except when it is actually in use in the class-room; so that each new lesson may be fresh and interesting to them, so that their answers to questions may be spontaneous.

4. In using the Oral Exercises, allow the children as much as possible both to ask and answer the questions. Thus the book will be made to serve all the purposes of a supplementary reader, while the work will be made more interesting to the children, and they will be given practice in the use of interrogative as well as declarative sentences.

5. All answers to questions should be given in complete sentences.

6. While following the general scheme of each lesson, do not confine yourself slavishly to the exercises thus given, but invent others of your own, specially adapted to the abilities and aptitudes of your pupils.

7. When exercises are to be copied, they should be copied from the book and not from the blackboard.

8. Until lessons are reached in which originality of expression on the part of the pupils is called for, all necessary corrections may be made by calling children's attention to mistakes while they write.

9. When originality of expression is expected, each paper should be corrected separately by the teacher. It is well, however, before doing this to give each child an opportunity to correct its own mistakes. For this purpose the compositions should be first written on slates, then corrected by the writers, then copied upon paper, then corrected by the teacher, and re-copied by the children.

10. In correcting do not confine your attention to mistakes in spelling, punctuation, and syntax, but mark every inelegance in language, every inaccuracy in thought, every defect in arrangement.

11. Do not accept or allow slovenly or inaccurate work of any kind—in spelling, in penmanship, or in punctuation; in thought or in language.

12. It is not enough merely to call attention to errors. Nor, on the other hand, is it ever well for teachers practically to re-write the composition, as too many do. If a child makes a mistake in writing, see that he understands its nature and corrects it himself. In language, as in everything else, the true plan is to learn to do by doing.

PRIMARY LESSONS IN LANGUAGE AND COMPOSITION.



LESSON I.

NAMES.

ORAL EXERCISES.

How many boys do you see
in this picture ?

Are they in a field or on a
road ?

Why do you think so ?

Do you know their names ?

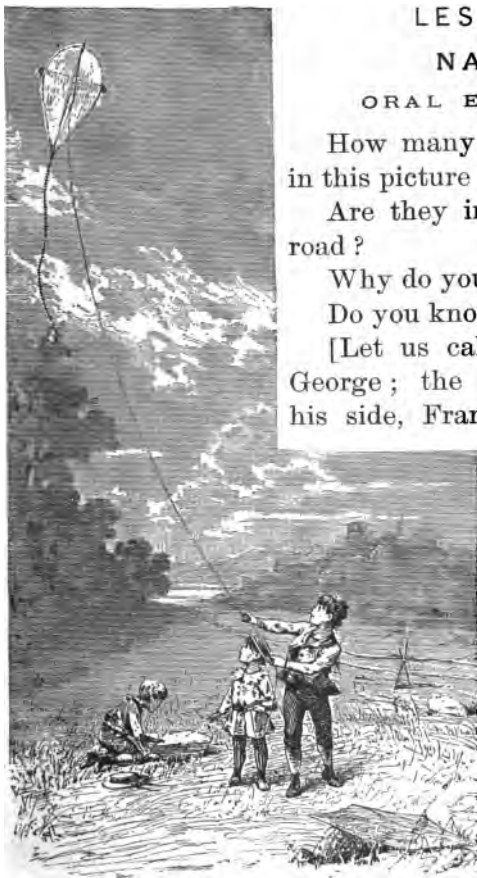
[Let us call the largest boy
George ; the boy standing by
his side, Frank ; and the boy
kneeling, John.]

What is George
doing ?

Where is Frank
standing ?

Who, do you
think, owns the
kite, George or
Frank ? Why ?

Is George
showing Frank
how to fly his
kite ?



Does Frank wish to learn how to fly it ?
What is a kite made of ?
Name the parts of a kite.
What makes the kite go up ?
What is George holding in his hands ?
What would happen if the string should break ?
Do you think the wind is blowing hard ?
Why do you think so ?
What is the best kind of day for flying kites ?
Why is a calm day not a good day to fly a kite ?
What is John doing ?
Is he going to fly his kite too ?

SUGGESTIONS TO THE TEACHER.

Every answer given to each of these questions should be a complete sentence. Thus :

Question. "How many boys do you see in this picture?"

Answer. "I see three boys in this picture."

Q. "Are they in a field or on a road?"

A. "They are in a field."

Q. "Why do you think so?"

A. "I think they are in a field, because I see grass, trees, and a fence in the picture."

Q. "Do you know the boys' names?"

A. "I do not know their names?"

The teacher will often find it necessary to put many additional questions, but these will readily suggest themselves.

A profitable way of using such a drill is to have one child ask the first question, another answer it, and so on.

Much of the usefulness of this book will depend on the teacher's carrying out these instructions. They apply to all the Oral Exercises that follow.

WRITTEN EXERCISES.

Copy the following story, filling the blanks with the proper words :

The Boys and the Kites.

George, Frank, and John are brothers.

George made a large — and gave it to —.

— is making one for himself.

It is a good — to fly a —, because the — is blowing.

— is showing — how to hold the long —. It keeps the — from blowing away.

QUESTIONS.

With what kind of letter does the first word of each of these sentences begin?

What mark is put at the end of each of these sentences?

With what kind of letter do you begin the name of a person?

LESSON II.
NAMES AND ACTIONS.



ORAL EXERCISES.

How many persons do you see in this picture?
Is the boy's name Jack? Is the girl's name Alice?
Jack is Alice's brother. What relation is Alice to
Jack?

Where is Alice sitting ?
 What does she hold in her lap ?
 What is she doing ?
 Is Jack sitting or standing ?
 What is he doing ?
 How does he do it ?
 What other way is there of spinning a top ?
 What are growing beside the bench ?
 Are the leaves large or small ?
 What is the color of the leaves ?
 What else do you see on the plants beside leaves ?
 What color do you think the flowers are ?
 Do flowers look beautiful ?
 Do flowers smell sweet ?
 Do you think all flowers have a pleasant smell ?

SUGGESTION TO THE TEACHER.—Encourage the children to use other names than those mentioned in the text.

WRITTEN EXERCISES.

Copy the following story, filling the blanks with the proper words :

Alice and Jack.

*There are two persons in this —
 Alice is the name of the —.
 She — on a bench, and — her
 doll on her lap.*

*Jack is the — of the boy. He
— on the ground, and — his top
with a —, while Alice — him.*

Alice, you see, is Jack's —.

*Flowers and a tree — beside the
—. Nearly all flowers — sweet
and — beautiful.*

LESSON III.

NAMES AND ACTIONS.

ORAL EXERCISES.

Tell the name of the pupil who sits beside you.

Tell one thing he can do.

What is your teacher's name ?

What are some of the things she can do ?

Tell the names of the animals you saw when coming to school.

Tell one thing the horse can do. Another.

What noise does the dog make ? The cat ? The pig ?

What do we do with our eyes ? Our ears ? Our noses ? Our mouths ? Our fingers ?

SUGGESTION TO THE TEACHER.—Perform a number of significant actions before the class, and require the children to tell what you do.

WRITTEN EXERCISES.

Copy the following sentences, supplying the omitted words:

Jack will — his lesson.

Alice can — a picture.

Miss — writes on the —.

The — draws a wagon.

The dog can — and —.

The — grunts.

The cat will — mice.

We see with our —.

We — with our ears.

We smell with the —.

We taste with the —.

*My fingers — the cloth. It
— smooth and soft.*

LESSON IV.

THE USE OF *HE*, *SHE*, *IT*, *THEY*.

ORAL EXERCISES.

How many persons are shown in this picture ?

The man is the children's father. What relation is the boy to him ? What relation is the girl to him ?

Give names to each of them.

In speaking of the man, what little word can you use instead of saying his name ?

What word can you use instead of the girl's name ?
Instead of the boy's name ?

In speaking of all three ?

Where is the girl ? Where is the boy ?

What do you think their father is telling them ?

What is he doing with the fan ?

What kind of day do you think it is? Why?

What did the children bring in the can?

What has the father been doing? How do you know?

Where is the axe? What word can you use instead of saying the word *axe*? Instead of *can*? Of *fan*?

WRITTEN EXERCISES.

Copy the following, supplying the proper words:

After Dinner.

*Mr. — is a wood-cutter. —
is resting after —.*

*— and — are his children.
— brought dinner to their —.*

*— sits on her father's knee.
— likes to be fanned because the
— is warm. — sits on a log.*

They are listening to a pretty —.

*Mr. — likes to tell his little boy
and girl a —. — amuses them.*

LESSON V.

I, MYSELF.

ORAL EXERCISES.

What is your name ?

Tell something you saw this morning.

Tell something you did yesterday.

Tell something you will do this evening.

Did you use your own name in giving these answers ?

What word did you use instead of your name ?

Write the word *I* on your slates.

Find the word *I* in your reader, and tell how it is printed.

Should it be written as a small letter ?

Should it be written as a capital letter ?

TO BE MEMORIZED.— *The word I is used instead of the name of the person speaking, and should be written as a capital letter.*

WRITTEN EXERCISES.

1. Write answers to the following questions, using the word *I* instead of your name :

Do you see the clock ?

Can you tell the time of day ?

Can you write a composition?

Have you a watch?

Have you learned the next lesson?

2. Copy the following sentences, filling the blanks with the proper words :

— went to the barber's to get my hair cut.

My teacher told me — must sit up straight.

John, James, and Alice said — were going to the park to play lawn-tennis.

The little girl was crying because — had lost her doll.

John's teacher told him — must sit still.

LESSON VI.

HOW TO USE *A* AND *AN*.

ORAL EXERCISES.

Name the objects you see in the picture.

What do you see in the nest ?

What are the boy and the girl looking at ?

Write on your slates : *a hen*.

Write on your slates : *an egg*.

Does the word *hen* begin with a consonant sound or a vowel sound ?

What little word did you place before *hen* ?

Does the word *egg* begin with a consonant sound or a vowel sound ?

What little word did you use before *egg* ?

Who are looking at the egg ?

What kind of sound does the word *boy* begin with ?

What kind of sound does the word *girl* begin with ?

Would you say *an boy* ? What should you say ?

Would you say *an girl* ? What should you say ?

What is this ?



What are these ?



What little word do you use before *hat*, *cup*, and *book* ?

Would it be proper to say *an hat*, *an cup*, and *an book* ?

What kind of sounds do these words begin with ?

Before what kind of sound should you use the word *a* ?

What are these ?



Would it be proper to say *a apple*, *a orange* ?

What kind of sounds do the words, *egg*, *apple*, and *orange*, begin with ?

Which should you use, *a* or *an*, before vowel sounds ?
Before consonant sounds ?

TO BE MEMORIZED.—Use *a* before a word beginning with a consonant sound and *an* before a word beginning with a vowel sound.

WRITTEN EXERCISES.

1. Copy the following sentences, supplying the words *a* or *an*:

It is — thrush.

This is — orange.

I have — apple.

I see — horse.

I see — house.

He is — old man.

It is — egg.

She is — young girl.

I have — aunt.

He has — uncle.

2. Copy the following composition, supplying the proper words:

The Hen and her Nest.

*The — has just laid — egg
in her —. — is very proud of her
beautiful, white —.*

— boy and — girl are looking
into the —. — are thinking how
nice — — will be for breakfast.

LESSON VII.

ONE AND MORE THAN ONE.

ORAL EXERCISES.

Whom do you see
in the first picture ?

What is he doing ?

How many boys
are there ?

Write the sentence:

There is one boy.

Whom do you see
in the second picture ?

How many boys are
there ?

Write the sentence.

There are five boys.

Which of these sen-
tences speaks of one boy ?

Which of them speaks of more than one boy ?

What letter has been added to the word "boy" to
make it mean more than one ?





TO BE MEMORIZED.—*Add the letter s to a name to make it mean more than one.*

Pronounce the following names so that they will mean more than one :

pencil	desk	carpet	book
table	pin	pen	paper

What letter did you add to each name to make it mean more than one ?

Pronounce the following words so that they will mean only one :

windows	hoops	chairs	schools
pans	shovels	names	spoons

What letter did you omit from each word to make it mean only one ?

Use the following words in sentences so as to make each of them mean more than one :

cat	rat	squirrel	rose
dog	cow	snake	flower
boy	girl	bird	cow

WRITTEN EXERCISES.

Copy the following sentences, filling the blanks with the words **pin, pencil, book, house, lesson, eye, boy, pane, window, cent**, so written as to mean more than one:

I have three — in my collar.

You have two — on your desk.

There are two — on the table.

From the window I see five —.

We have many — to learn.

You have — to see with.

There are six — in the first row.

There are eight — of glass in the window.

There are two — in the room.

The boys have each five —.

Th's — are too hard to write with.

LESSON VIII.

ONE AND MORE THAN ONE.

ORAL EXERCISES.

Write the sentence, *The boy runs.*

Write the sentence, *The boys run.*

How many are spoken of in the first sentence ?

How many are spoken of in the second sentence ?

What letter did you add to the name *boy*, to make it mean more than one ?

What letter did you leave off from the word *runs*, when more than one boy was spoken of ?

Would it be right to say, *The boys runs* ?

What should you say ?

Would it be right to say, *The girl play* ?

What should you say ?

Would you say, *The girls plays* ?

What should you say ?

WRITTEN EXERCISES.

1. Change the following sentences so as to say something about more than one :

The bird sings.

The dog barks.

The teacher talks.

The boy runs.

The cow jumps.

The horse gallops.

2. Change the following sentences so as to say something about only one :

The horses trot.

The cows give milk.

The dogs hunt the fox.

The boys play ball.

The pictures look pretty.

The girls learn sewing.

LESSON IX.

AM AND ARE.

ORAL EXERCISES.

How old are you ?

Write the sentence thus : *I am eight years old.*

If all of you were eight years old, how would you write the sentence ?

Write the sentence, *We are eight years old.*

Which sentence speaks of only one ?

LESSON V.

I, MYSELF.

ORAL EXERCISES.

What is your name ?

Tell something you saw this morning.

Tell something you did yesterday.

Tell something you will do this evening.

Did you use your own name in giving these answers ?

What word did you use instead of your name ?

Write the word *I* on your slates.

Find the word *I* in your reader, and tell how it is printed.

Should it be written as a small letter ?

Should it be written as a capital letter ?

TO BE MEMORIZED.—*The word I is used instead of the name of the person speaking, and should be written as a capital letter.*

WRITTEN EXERCISES.

1. Write answers to the following questions, using the word *I* instead of your name :

Do you see the clock ?

Can you tell the time of day ?

Can you write a composition?

Have you a watch?

Have you learned the next lesson?

2. Copy the following sentences, filling the blanks with the proper words:

— went to the barber's to get my hair cut.

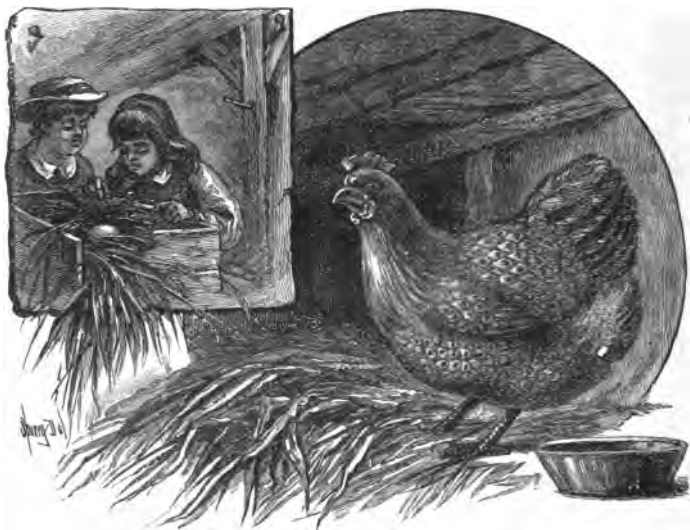
My teacher told me — must sit up straight.

John, James, and Alice said — were going to the park to play lawn-tennis.

The little girl was crying because — had lost her doll.

John's teacher told him — must sit still.

LESSON VI.

HOW TO USE *A* AND *AN*.

ORAL EXERCISES.

Name the objects you see in the picture.

What do you see in the nest ?

What are the boy and the girl looking at ?

Write on your slates : *a hen*.

Write on your slates : *an egg*.

Does the word *hen* begin with a consonant sound or a vowel sound ?

What little word did you place before *hen* ?

Does the word *egg* begin with a consonant sound or a vowel sound ?

What little word did you use before *egg* ?

Who are looking at the egg ?

What kind of sound does the word *boy* begin with ?

What kind of sound does the word *girl* begin with ?

Would you say *an boy* ? What should you say ?

Would you say *an girl* ? What should you say ?

What is this ?



What are these ?



What little word do you use before *hat*, *cup*, and *book* ?

Would it be proper to say *an hat*, *an cup*, and *an book* ?

What kind of sounds do these words begin with ?

Before what kind of sound should you use the word *a* ?

What are these ?



Would it be proper to say *a apple*, *a orange* ?

What kind of sounds do the words, *egg*, *apple*, and *orange*, begin with ?

Which should you use, *a* or *an*, before vowel sounds ?
Before consonant sounds ?

TO BE MEMORIZED.—Use *a* before a word beginning with a consonant sound and *an* before a word beginning with a vowel sound.

He was at home when we called.

The girl is going to the seaside.

The cow was in the pasture.

A swan was swimming in the lake.

4. Change the following sentences so as to speak of only one :

The little ducks were teasing the old hen.

My brothers were at school last winter.

The books were pleasant to read.

We are hoping to see you soon.

They are my sisters.

Who are my neighbors?

The trains were running quickly.

LESSON XI.

A PICTURE STORY.



ORAL EXERCISES.

How many parts are there in this picture ?

Where is the smaller part ?

Is the larger below, and to the right of, the smaller ?

What do you see in the smaller ?

Is it a big dog or a little dog you see in the smaller ?

What is he doing ?

How does the cat look ?

Is it a large dog you see in the larger picture ?

What is he doing ?

What is he barking at ?

Where is the horse ?

How does he hold his ears ?

What does that show ?

What is between the dog and the horse ?

Is it broken ?

What might the horse do to the dog if there were no fence ?

WRITTEN EXERCISES.

Copy the following story, filling the blanks with the proper words :

The Two Dogs.

Here — two pictures. In one, a little dog — at a cat; in the other, a big dog — at a horse. Both dogs — having fun.

The cat — as if she would like to — the little — with her claws, but she — afraid.

The horse — standing quietly by the —. The big dog — at him and barks very loudly. The — only lays his — back and looks angry. Were there no —, he would — at the dog with his heels.

LESSON XII.

ONE AND MORE THAN ONE.

ORAL EXERCISES.

In Lesson VII. you learned to add the letter *s* to a name to make it mean more than one. In the case of some names, however, this would not be right. If you wish to speak of more than one *man*, you say *men*; of more than one *child*, you say *children*.

Speak of more than one—

man	mouse	foot	child
woman	ox	tooth	goose

Say something about—

men	mice	feet	children
women	oxen	teeth	geese

WRITTEN EXERCISES.

1. Change the following sentences so as to speak of more than one :

The child is good.

The man is tall.

The woman is beautiful.

The mouse runs away.

The ox is ploughing.
My foot is lame.
The cat's tooth is sharp.
The goose is silly.

2. Change the following sentences so as to say something of only one :

The oxen walk slowly.
The children are happy.
Mice love cheese.
The women are sewing.
The men work hard.
My teeth are aching.
The geese are swimming.
He got his feet wet.
When the cats are away, the mice will play.
The children like to play.

LESSON XIII.

A STORY IN A PICTURE.



ORAL EXERCISES.

Tell one thing you see in this picture. Tell another. Another.

What will you call the little girl ?

What will you call the cat ?

Where is the little girl ? What is she doing ?

Where is the cat ? What is she doing ?

What are in the cage ?

What would Pussy like to do with them ?

What do you think Mary is saying to Pussy ?

Where is Mary's doll? Why is it left on the ground?
Who will tell all he has learned about the picture?

SUGGESTION TO THE TEACHER.—Encourage your pupils to devise stories of their own about the picture, and to tell them orally in their own words. This suggestion applies to all the pictures that follow.

WRITTEN EXERCISE.

Copy the following story, supplying the omitted words:

The White Mice.

Little — is looking at her white
—. They — her pets. — feeds
them and gives them — to drink.

— no longer cares for her —
— lies on the floor.

Pussy — beside — —.
would like to eat — —; but —
will not let —.

QUESTIONS.

With what kind of letter does each word in the title begin?

With what kind of letter does the first word of each sentence begin?

With what kind of letter do you begin the name of a person?

Is the first word of each paragraph placed a little way back from the margin?

Where is the first word of each paragraph placed?

LESSON XIV.

CORRECTING A COMPOSITION.

WRITTEN EXERCISE.

NOTE.—Before requiring pupils to write this exercise the teacher should explain, from the blackboard, the marks used to indicate errors.

Copy the following story, correcting the errors:

Cap.		<i>My <u>treasures</u>.</i>
Sp.		<i>Here are my <u>tresures</u> in</i> <i>this old box.</i>
¶		<i>I gathered these nuts all by</i>
the P.		<i>myself in a wood near ^ sea ^</i>
Sp.		<i>This <u>whistl</u> I made (with</i>
h.		<i>my own knife) out of a branch</i> <i>of a plum tree ^.</i>
		<i>But the chisel is the thing</i>
Sp.		<i>I <u>prise</u> the most.</i>
No ¶		<i>It was made by a man who</i>
No Cap.		<i>is called a <u>Blacksmith</u>.</i>

ORAL EXERCISES.

Why should the word *Treasures* in the title begin with a capital ?

What is the meaning of *Sp.* ?

Where should you place the first word of a new paragraph ?

What does ¶ mean ?

What does *No* ¶ mean ?

What does *P.* mean ?

What does *No Cap.* mean ?

What does *Tr.* mean ?

After the indicated transposition has been made, how will the third sentence read ?



LESSON XV.

HAS AND HAVE.

ORAL EXERCISES.

What have I in my hand ?

What have you on your desk ?

What has the teacher on her desk ?

What playthings have John and James ?

Has Henry a velocipede ?

Have you a velocipede, Ernest ?

Make a sentence, telling me that you and Henry have velocipedes.

Should you say, "I and Henry have velocipedes" ?

Why should you not speak of yourself first ?

Has John written his composition ?

Have you written your composition ?

Have you and John written your compositions ?

SUGGESTION TO THE TEACHER.—Oral Exercises, such as those suggested above, may be indefinitely varied at the discretion of the teacher. It should not be forgotten, however, that to be useful in language training, all questions should be answered in complete sentences.

WRITTEN EXERCISES.

1. Copy the following sentences, filling the blanks with *has* or *have* :

Mary — a doll's carriage.

I — a new overcoat.

You — a pencil.

— I written well ?

— you a velocipede ?

— he gone home ?

— we recited perfectly ?

A plant — leaves.

Plants — leaves.

2. Combine into a single sentence each of the following sets of statements :

1. Mary has a doll.

Jane has a doll.

2. Ethel has a lace collar.

I have a lace collar. .

3. Lucy has new shoes.

I have new shoes.

3. Copy the following letter, supplying the name of the school, the omitted words, your own name, and your mother's name:

May 27, 1886.

Dear Mother,

Sister and I — learned a great deal about how to write sentences.

This is my first letter. Don't you think I — done well?

Your affectionate daughter,

Mrs. _____.

LESSON XVI.

ONE USE OF THE COMMA.

ORAL EXERCISES.

Read the sentence :

Gold, silver, and copper are metals.

With what kind of letter does the first word of the sentence begin ?

What mark is placed at the end of the sentence ?

What mark is placed after the word *gold* ?

What mark is placed after the word *silver* ?

How many kinds of metals are mentioned ?

Are they mentioned one after another ?

Are they mentioned in order ?

What do you mean by *in order* ?

When the names of a number of things are written in order, how do you separate them ?

TO BE MEMORIZED. — *When the names of a number of things are written in order, they should be separated by commas.*

WRITTEN EXERCISES.

1. Copy and punctuate the following sentences :

Arithmetic Reading Spelling Penmanship and Drawing are my principal studies.

John James Mary and Jane are my playmates.

Maples oaks and elms grow in the woods.

Horses cows and cats are tame animals.

Lions tigers and panthers are wild animals.

Men women and children are called human beings.

2. Ethel has a lace collar.

I have a lace collar. .

3. Lucy has new shoes.

I have new shoes.

3. Copy the following letter, supplying the name of the school, the omitted words, your own name, and your mother's name :

May 27, 1886.

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WRITTEN EXERCISES.

1. *Copy and punctuate the following sentences :*

Arithmetic Reading Spelling Penmanship and Drawing are my principal studies.

John James Mary and Jane are my playmates.

Maples oaks and elms grow in the woods.

Horses cows and cats are tame animals.

Lions tigers and panthers are wild animals.

Men women and children are called human beings.

2. Copy and punctuate the following letter, supplying the necessary words :

— School,
— —.

My dear Father, .

I am learning Arithmetic Language Reading and Penmanship.
I can read in a Second Reader.

Your affectionate son,
— —.

Mr. — —.

— • —

LESSON XVII.

SYNTHESIS.

ORAL EXERCISES.

How many boys know the marks for correcting compositions ?

Does John know them ?

Does Henry know them ?

Does James know them ?

How will you tell me in a single sentence that all these boys know them ?

Each may write the sentence, *John, Henry, and James know the marks for correcting compositions.*

What mark have you placed after *John* ? After *Henry* ?

WRITTEN EXERCISES.

Combine each of the following sets of statements into a single sentence :

1. Laura has a pen.
Julia has a pen.
I have a pen.
2. Edith is tall.
I am tall.
3. I was busy yesterday.
John was busy yesterday.
James was busy yesterday.
4. The cow is a useful animal.
The horse is a useful animal.
The sheep is a useful animal.
5. Henry plays baseball.
George plays baseball.
6. My sister writes letters.
I write letters.
7. John knows the marks for correcting compositions.
Henry knows the marks for correcting compositions
I know the marks for correcting compositions.
8. Lead is a metal.
Gold is a metal.
Copper is a metal.
9. Grass is green.
Leaves are green.
Moss is green.

LESSON XVIII.

WHAT THE PICTURE SAYS.

ORAL EXERCISES.



Why is the little boy in bed ?

What toys has he to amuse him ?

What does he do with the horse ?

The soldiers ? The ship ?

The trees and houses ?
Give the boy a name.

WRITTEN EXERCISES.

Copy the following composition, changing each question to a statement :

The Sick Boy's Games.

When little James was sick in bed, would he sit propped up by pillows ? Would he play with his toys and think all sorts of things about them ?

Were his soldiers sometimes

marching to battle through the hills of bed-clothes? Would he sometimes send his ship sailing over the waves of guilt? Then, again, would he make a city with his trees and houses?

And would he play, too, that he was a giant sitting on a hill of pillows and owning everything he saw?

LESSON XIX.

THIS AND THAT; THESE AND THOSE.

ORAL EXERCISES.

- What color is this book in my hand?
- What color is that book on the shelf?
- How many pencils are there in this box on my desk?
- How many pencils are there in that box on your desk?
- Are these desks in this room high?
- Are those desks in that room low?
- Are these windows here open?
- Are those windows yonder closed?

SUGGESTION TO THE TEACHER.—Proceed in this manner until the correct use of *this* and *that*, *these* and *those*, with regard not only to the number of objects indicated, but also to their nearness or distance, has been thoroughly learned.

WRITTEN EXERCISES.

1. Copy the following sentences, filling the blanks with *this, that, these or those*, as the sense may require :

What are — objects in my hand?

What is — in your hand?

Give me — pencil.

What color are — feathers in your hat?

My brother told me — story which I told you.

I found — picture in a story book.

— street is dirty.

— desk is too high for me.

Is — your knife?

Is — pen of yours broken?

2. Copy the following letter :

— School, Boston, }
Feb. 27, 1886. }

Dear Rosa,

My teacher, Miss Newcomb, gave a lesson about plants yesterday; and she has asked me to bring a potted rose to school.

Not one of mine is in bloom. Will you kindly lend me one of yours? If you will, I shall be very grateful.

Your friend,

Genny Armstrong.

Miss Rosa Stanhope.

SUGGESTION TO THE TEACHER.—After copying this letter the pupils should be required to write it from dictation.

LESSON XX.

SYNTHESIS.

ORAL EXERCISES.

Who will tell one thing birds do ? Another thing ?
Another ?

Who will tell three things birds do, using the word
Birds only once ?

All write the sentence.

Who will tell something this boy does ? Something
else ? Something else ?

Who will tell three things this boy does, using the
words *This boy* only once ?

All write the sentence.

What mark have you placed at the end of the sen-
tence ?

What other punctuation marks have you used ?
Why ?

WRITTEN EXERCISES.

*1. Combine each of the following sets of statements
into a single sentence :*

1. Mary can sew.
Mary can sing.
Mary can play the piano.

2. John reads.
John writes.
John ciphers.

3. A horse can walk.
A horse can trot.
A horse can gallop.
4. These boys study.
These boys play.
These boys go to school.
5. Those boys play.
Those boys make mischief.
Those boys do not go to school.
6. An owl hoots.
An owl sees in the dark.
An owl looks wise.
7. This girl runs.
This girl jumps.
This girl dances.
8. That girl is reading.
That girl is writing.
That girl is thinking.

2. Copy the following letter :

Boston, Feb. 27, 1886

Dear Jennie,

*I have sent you the potted rose
you ask for.*

2. Ethel has a lace collar.
I have a lace collar. .

3. Lucy has new shoes.
I have new shoes.

3. Copy the following letter, supplying the name of the school, the omitted words, your own name, and your mother's name:

May 27, 1886.

Dear Mother,

Sister and I — learned a great deal about how to write sentences.

This is my first letter. Don't you think I — done well?

Your affectionate daughter,

Mrs. _____.

LESSON XVI.

ONE USE OF THE COMMA.

ORAL EXERCISES.

Read the sentence :

Gold, silver, and copper are metals.

With what kind of letter does the first word of the sentence begin ?

What mark is placed at the end of the sentence ?

What mark is placed after the word *gold* ?

What mark is placed after the word *silver* ?

How many kinds of metals are mentioned ?

Are they mentioned one after another ?

Are they mentioned in order ?

What do you mean by *in order* ?

When the names of a number of things are written in order, how do you separate them ?

TO BE MEMORIZED. — *When the names of a number of things are written in order, they should be separated by commas.*

WRITTEN EXERCISES.

1. *Copy and punctuate the following sentences :*

Arithmetic Reading Spelling Penmanship and Drawing are my principal studies.

John James Mary and Jane are my playmates.

Maples oaks and elms grow in the woods.

Horses cows and cats are tame animals.

Lions tigers and panthers are wild animals.

Men women and children are called human beings.

WRITTEN EXERCISES.

Copy the following story, filling the blanks with the proper words :

The Two Dogs.

Here — two pictures. In one, a little dog — at a cat; in the other, a big dog — at a horse. Both dogs — having fun.

The cat — as if she would like to — the little — with her claws, but she — afraid.

The horse — standing quietly by the —. The big dog — at him and barks very loudly. The — only lays his — back and looks angry. Were there no —, he would — at the dog with his heels.

LESSON XII.

ONE AND MORE THAN ONE.

ORAL EXERCISES.

In Lesson VII. you learned to add the letter *s* to a name to make it mean more than one. In the case of some names, however, this would not be right. If you wish to speak of more than one *man*, you say *men*; of more than one *child*, you say *children*.

Speak of more than one—

man	mouse	foot	child
woman	ox	tooth	goose

Say something about—

men	mice	feet	children
women	oxen	teeth	geese

WRITTEN EXERCISES.

1. Change the following sentences so as to speak of more than one :

The child is good.

The man is tall.

The woman is beautiful.

The mouse runs away.

4. Alice is fond of music.
Alice is fond of pictures.
Alice is fond of poetry.
5. Cows eat grass.
Cows eat corn.
Cows eat turnips.
6. The cat eats meat.
The cat eats bread.
The cat eats fish.
7. Father reads books.
Father reads magazines.
Father reads the newspapers.
8. Steam drives mills.
Steam drives boats.
Steam drives trains.
9. A plant has a root.
A plant has a stem.
A plant has leaves.
10. A bird has two feet.
A bird has two wings.
A bird has a bill.
11. Trains carry passengers.
Trains carry freight.
Trains carry the mails.
12. A carpenter uses a hammer.
A carpenter uses a chisel.
A carpenter uses a plane.

2. Copy the following letter, filling the blanks with the proper words :

Dear James,

The Base-ball Nine of —
— have challenged the — —
School Nine, of which I am cap-
tain, to play — — next Thurs-
day.

Charlie Fox, our pitcher, —
sick, and will not be able to —.

Will you kindly take his place?
By doing so you will greatly
oblige,

Your friend,

Mr. James O'Connor.

LESSON XXIII.

A STORY IN A PICTURE.



ORAL EXERCISES.

How many persons are there in this picture ?

Do they look like any little boy and girl you know ?

Then what names would you give them ?

Where are they ?

What is the girl doing ? What is the boy doing ?

What things are on the table ?

Who, do you think, told them they might lunch on the lawn ?

Why do you think she did so ?

What kind of spot have they chosen ?

What time of year do you think it is ?

Why do you think so ?
Where is the boy's hat ?
What is in the girl's right hand ?
What is in her left hand ?
What ought they to do when they get through ?
What mark is placed after a sentence that asks a question ?

WRITTEN EXERCISES.

1. Change the following statements into questions :

There are two persons in the picture.
They are having a lunch.
There is lemonade in the cup.
The children will eat cake.

2. Copy the following composition, combining the first two sentences into one, and the next four into one, and filling the blanks in the others :

Lunch on the Lawn.

Bob is having lunch on the lawn. His sister May is having lunch on the lawn. They have meat. They have bread. They have cake. They have lemonade.

May plays that — — mak-
ing —. She has poured — —
cup for — brother, and is now
— one for herself.

When the feast — over they
will wash the — and take —
into the —.

SUGGESTION TO THE TEACHER.—Question closely on the use of capitals, the position of paragraphs, and the punctuation.

LESSON XXIV.

SYNTHESIS.

ORAL EXERCISES.

What is there on the desk? What else? What else?

NOTE.—Begin each answer with the words, *There is*. The teacher will give variety to this exercise by placing different objects on the desk.

Now, tell me the names of three things on the desk, beginning, *There are*.

Follow with such exercises as, *Name three objects in the street; in the church; in the garden, &c.*, requiring the answer in each instance to be commenced with, *There is*, or *There are*.

WRITTEN EXERCISES.

1. Combine each of the following groups of statements into a single sentence :

1. There is milk in my tea.
There is sugar in my tea.
2. There is a peach tree in the orchard.
There is an apple tree in the orchard.
There is a plum tree in the orchard.
3. There is a pulpit in the church.
There is an organ in the church.
There is a gallery in the church.
4. There is meat in the market.
There is fruit in the market.
There are vegetables in the market.
5. There are books in my bag.
There is a slate in my bag.
There is a lunch in my bag.
6. There is bread on the table.
There is meat on the table.
There are vegetables on the table.
7. There was a rose in the nosegay.
There was a pink in it.
There was a violet in it.
8. There was sweet corn in my garden.
There were potatoes in it.
There were peas in it.

2. Copy the following letter, combining all the statements in the second paragraph into one sentence, and filling the blanks:

Dear Lottie,

My birthday comes next Tuesday. Mother says I may ask you and —, and —, and —, to a party.

There is to be lunch. There is to be croquet. There is to be a magic lantern in the afternoon.

Please come early, not later than eleven o'clock in the forenoon.

Your friend,

Miss Lottie Johnson.

SUGGESTION TO THE TEACHER.—After this letter has been copied and the blanks filled, it should be written from dictation.

LESSON XXV.

HOW TO SPEAK OF PAST TIME.

ORAL EXERCISES.

Do you learn your lessons every day ?

Write the sentence, *I learn my lessons.*

Did you learn your lessons yesterday ?

Give the answer without using the word *did*.

Write the sentence, *I learned my lessons.*

What word shows that present time is meant ?

Which of the sentences you have written refers to present time ? Which refers to past time ?

What word shows that past time is meant ?

What is the difference in meaning between *I learn* and *I learned* ?

What letters are added to *learn* to make it refer to past time ?

Change the following statements, so that they will refer to past time :

I love.	We call.	I miss.	She mends.
He walks.	You shout.	He points.	We learn.

WRITTEN EXERCISES.

Change the following sentences so that they will refer to past time :

Mary likes to look at flowers.

John walks three miles an hour.

Mrs. James calls on Mrs. George.

You talk too loudly.

He misses his arithmetic lesson.
John points to the picture.
She looks out of the window.
Mother mends my jacket.
The boy saws a cord of wood.
Mary plays the piano.
The woodman fells a tree.
The potter shapes a piece of clay.

2. Copy the following letter, in answer to that on page 60, filling the blanks:

Dear _____,

I shall be glad to come to
your birthday _____.

I _____ sure _____ will be lots of
fun. I intend to come early
and to stay as late as I can.

LESSON XXVI.

PRESENT AND PAST TIME.

ORAL EXERCISES.

Did I give you a pencil ?

Answer the question without using the word *did*.

Write your answer as a complete sentence.

Does your answer refer to present or to past time ?

What word shows that it refers to past time ?

Make a sentence using the word *eat*, so that it will refer to past time.

Change the following statements, so that they will refer to past time :

I see.	She begins.	We eat.	You come.
He sits.	You have.	He does.	They steal.
I sit.	I am.	She is.	We are.
He goes.	I fight.	I write.	I run.

SUGGESTION TO THE TEACHER.—The past tenses of these verbs should be written on the blackboard after they have been given by the children. No pupil should be permitted to go on to the next lesson until this one has been thoroughly mastered.

WRITTEN EXERCISES.

Change the following sentences, so that they will refer to past time :

I am late.

The hen lays an egg.

He sets the chair by the table.

Mary begins to sing.
She has a new song.
We eat meat and potatoes.
He does his work well.
You come too late.
The mice steal the cheese.
I sit down to eat.
We are strong.
He is disobedient.
The glass is broken.
I can play the piano.
The dogs fight for a bone.
The cats run after the rats.
He lies down to rest.
She sees pictures in the fire.
He writes a long letter.
You are learning to write English.
Father tells us pretty stories in the evenings

LESSON XXVII.

A STORY IN A POEM.

Read the following verses silently:

The Quarrelsome Kittens.

Two little kittens,
One stormy night,
Began to dispute,
And then to fight.

One had a mouse,
The other had none;
And that's the way
The fight was begun.

"I'll have that mouse,"
Said the bigger cat.
"You'll have that mouse?
We'll see about that!"

Old Mrs. Brown seized
Her long-handled broom,
And swept both the kittens
Right out of the room.

The ground was all covered
With ice and with snow;
Our two little kittens
Had nowhere to go.

So they lay down and shivered
On a mat at the door,
While the cruel old woman
Was sweeping the floor.

And then they crept in,
As quiet as mice,
All wet with the snow,
And as cold as ice,

And found it much better,
That stormy night,
To lie by the fire,
Than to quarrel and fight.

ORAL EXERCISES.

Where were the kittens ?
Why did they quarrel ?
What did the old woman do ?
What kind of a night was it ?
Where did the kittens go ?
How long did they lie on the mat ?
How do you think they felt ?
How did they creep back ?
What did they think about it all ?
What does the story teach you ?

SUGGESTION TO THE TEACHER.—Pupils should be able to answer these questions after a single reading of the poem. The answers should be in complete sentences, and in the pupils' own words.

WRITTEN EXERCISE.

Write a composition by changing the following questions to statements:

The Quarrelsome Kittens.

One stormy night did two little kittens quarrel because one had a mouse and the other had not ?

Did the old woman then sweep both of them out of the door ? Did they stand outside, wet with snow and shivering with cold ?

When the old woman had stopped sweeping, did they creep back into the kitchen ? Did they find it much pleasanter to lie cosily by the fire than to quarrel ?

Does this story teach us that those who quarrel foolishly, are sure to be punished ?

LESSON XXVIII.

ONE AND MORE THAN ONE.

ORAL EXERCISES.

Write the word *turkey*.

How do you speak of more than one turkey?

Write the word *turkeys*.

What letter did you add?

Now write the word *story*.

How do you speak of more than one story?

Write the word *stories*.

What did you add to the word *turkey*, to make it mean more than one?

What change did you make in the word *story*, to make it mean more than one?

TO BE MEMORIZED.—*When a name ends in y, preceded by a consonant, we speak of more than one by changing y into ies.*

But when a name ends in y preceded by a vowel, we add only s in order to speak of more than one.

WRITTEN EXERCISES.

Re-write the following sentences, changing them so that the words ending in y shall mean more than one:

The pulley is used for lifting weights.

The story is interesting.

Turkey is better roasted than boiled.

The gallery is filled with people.

The monkey is full of tricks.

History tells us of strange events.

The chimney smokes.

The injury to his foot makes him lame.

LESSON XXIX.

CONTINUED ACTION.

ORAL EXERCISES.

Sometimes we wish to speak of an action as going on, or as in the act of taking place, either in present or in past time. Instead of saying, *He walks*, we may say, *He is walking*. Instead of saying, *He walked*, we may say, *He was walking*.

The forms, *is walking* and *was walking*, speak of the action as going on at the time of which we speak.

Change the following expressions so that they will refer to actions as going on in present time :

I write.	She writes.	It rains.
You write.	We write.	It snows.
He writes.	They write.	They run.

Change the following expressions so that they will refer to actions as going on in past time :

He walked.	You ate.	We skated.
She rode.	I wrote.	They stood.
It rained.	It fell.	They thought.
I spoke.	She jumped.	They ran.

Use each of the following words in a sentence, the action being spoken of as going on :

fall	stand	note	come
run	fan	write	talk
sell	bind	walk	mock
tell	lend	bend	work

WRITTEN EXERCISES.

1. *Change the following sentences so that the actions will be spoken of as continuing :*

John writes a letter.

Mary wrote to her aunt.

The teacher spoke of our good writing.

Henry drew a map.

I walk to school.

My uncle drove a fast horse.

The rose blooms in the garden.

The aster bloomed in the autumn.

A mouse eats cheese.

The beaver builds a dam.

2. *Where possible, change the above sentences so as to speak of more than one.*

3. *Write the following letter, as if it described an excursion on the previous Saturday, changing the words, takes, is, have, and learn, so that they will refer to past time :*

70 Euclid Ave., Detroit,
May 30, 1886.

Dear Stella,

Miss Newbold, my
teacher, takes the class for a walk

in the park. It is beautiful weather, and we have a most lovely time, gathering flowers and leaves.

All the girls learn to know the oak, the elm, and the maple, by their shape and by their leaves. I think the elm is the finest tree of all.

We shall go again next Saturday. Won't you come, too?

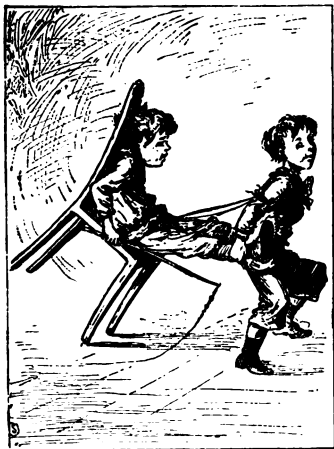
Affectionately yours,

Ellen Carman.

Miss Stella Boniface.

LESSON XXX.

A STORY IN A PICTURE.



ORAL EXERCISES.

Let us call the boy in the chair, Henry, and the boy who is pulling him, John.

What are they playing ?

Which is the horse, and which the driver ?

How are the reins fixed ?

What do they call the chair ?

What are they using for shafts ?

How do you think John feels about it ?

How do you think Henry feels about it ?

Is there any danger, and of what ?

What makes the chair fall ?

Where is Henry when the chair falls ?
Do you think John feels sorry about it ?

WRITTEN EXERCISES.

1. *Write four questions about the picture, beginning the first with the word what, the second with the word which, the third with the word how, the fourth with the word is.*

2. *Express in writing the following story, as having happened in the past :*

Dangerous Driving.

Two little boys, Henry and John, are one day playing horse ; Henry is the driver, John is the horse.

Henry ties the reins to John's arms, and sits on the chair, which they call a wagon. John takes one of Henry's feet in each hand, and pulls.

When he pulls too hard, the chair falls forward, and Henry falls under the chair.

Henry is hurt, and cries. John thinks driving is not such fun after all.

LESSON XXXI.

WORDS DENOTING POSSESSION.

ORAL EXERCISES.

Whose pencil is this ?

What word did you use instead of my name ?

What does the word *your* mean? (Belonging to you.)

Would you say, *This pencil is your?*

What should you say?

What is the meaning of each of the following words?

my	her	his	our	your	their
mine	hers	its	ours	yours	theirs

Use each of the above words in a sentence.

WRITTEN EXERCISES.

1. Write six sentences, using in each the words *catch* and *ball*, with one word from each column:

I		her	
You		their	
He		your	
She	catch	our	ball.
We		my	
They		his	

2. Write the following, filling the blanks with one of these words—*mine, yours, his, hers, ours, theirs*:

John said the book was _____.
 Mary said the doll was _____.
 I say the pen is _____.
 You claim what is _____.
 We want what is _____.
 What they took away was _____.

3. Copy the following sentences, filling the blanks with the proper words :

He told me all about — trouble.

She tore — new dress.

The little girl says the doll is —.

The boy claims that the knife is —.

The street car lost one of — wheels.

— teacher told them to keep quiet.

— teacher is good to us.

Mother told us that the three little kittens were —.

Believe me, the book is —.

He told you it — your book.

LESSON XXXII.

WRITTEN EXERCISES.

Read and copy the following story :

The Goat and the Wolf.

A goat was one day standing on the top of a steep rock, and saw a wolf passing by on the plain below. He immediately cried out to the wolf,

“Sir Wolf, I dare you to come up and fight me.”

The wolf looked up, and said,

“Sir Goat, it is not you, but the rock, that talks so bravely.”

ORAL EXERCISES.

Where was the goat ? What kind of a rock was he on ? How did he get up ?

What kind of feet, hair, and horns has the goat ?

What did the goat see ? A wolf is what kind of animal ?

Can you tell any differences between a goat and a wolf ?

What did the goat "cry out" to the wolf ? Explain the meaning of "cry out." Tell another meaning of the word *cry*.

What did the wolf do when he heard the goat ? Did he say anything ? How did he say the goat talked ? What is the meaning of *bravely* ?

Would the goat have "cried out" as he did, had he been on the ground ? Why not ?

Was it brave of him to invite the wolf up to the top of the rock to fight ? Why not ?

What does all this teach ? What is a story that teaches something, called ? Tell the story in your own words.

What mark is placed at the end of the first paragraph ? How are the spoken words set off from the rest of the story ? What are such marks called ?

TO BE MEMORIZED.—*Inclose in quotation marks words spoken by another, when used in your own composition.*

LESSON XXXIII.

WORDS DENOTING QUALITY.

ORAL EXERCISES.

What kind of a penknife is this ? Write the sentence.

What word denotes quality ? What quality does it denote ?

What kind of a lead-pencil is this? What word denotes quality? What quality does it denote?

What color is this paper? What word denotes the quality of color?

SUGGESTION TO THE TEACHER.—Such exercises will be largely extended by the skillful teacher. The qualities of familiar objects should be discovered by the children through their own powers of observation. All answers should be given in complete sentences.

WRITTEN EXERCISES.

1. Combine into a single sentence each of the following groups of statements :

1. The boy reads.
He reads books.
The books are interesting.
2. The teacher draws with crayons.
The crayons are colored.
3. My brother has a watch.
It is heavy.
It is a gold watch.
4. Mary was little.
She had a lamb.
The lamb was black and white.
5. The bird is early.
It catches the worm.
The worm is big.
6. The pupil was diligent.
He wrote a composition.
It was long.

2. Copy the following letter, supplying the needed words :

_____,
_____.

Dear Ellen,

I thank you — much for your
— invitation to join Miss New-
bold's class on — excursion to the
park.

I am — I shall not be able
to go with you, as I start for the
country on that day. But I wish
you a — time, and hope you will
have as — a day for your excu-
sion as — Saturday was.

Affectionately yours,

_____.
_____.

SUGGESTION TO THE TEACHER.—The pupil's attention should be called to the fact that this is a reply to the note of invitation on page 69.

LESSON XXXIV.

SYNTHESIS.

ORAL EXERCISES.

Here is a pointer : tell one quality it has. Tell another. Another.

How would you say that it has all these qualities, using the words, *the pointer*, only once.

Write the sentence : *The pointer is long, slender, and strong.*

Where are commas placed ? Give the rule.

Here is a ball : tell what it is made of. Tell its shape, and whether it is hard or soft.

Make one sentence out of the following four :

John has a ball.

It is hard.

It is round.

It is wooden.

Write the sentence, and punctuate it correctly.

WRITTEN EXERCISES.

Combine into a single sentence each of the following groups of statements :

1. Mr. James has a horse.

It is strong.

It is fast.

It is beautiful.

2. The dog is brave.

He is faithful.

He is loving.

3. The cow is gentle.
She is tame.
She is useful.
4. Bayard Taylor saw a lion.
It was large.
It was fierce.
It was powerful.
5. The tiger is fierce.
The tiger is bold.
The tiger is active.
6. The elephant is large.
He is heavy.
He is unwieldy.
7. The deer is timid.
It is fleet.
It is beautiful.
8. Mr. Davis found a piece of gold.
The piece was big.
The gold was heavy.
It was yellow.
9. Rubber is tough.
It is elastic.
It is waterproof.
10. Glass is hard.
It is brittle.
It is transparent.

SUGGESTION TO THE TEACHER.—The child should not be allowed to write any of the above adjectives, until its meaning has been objectively developed.

LESSON XXXV.

A STORY IN A PICTURE.



ORAL EXERCISES.

- What has the dog been doing ?
Do you think he was a good dog ?
Who saved the chick ?
How does the little girl hold the chick ?
Do you think it is hurt ?
What do you think the girl is saying to the chick ?
Where is the boy standing ?
What do you think he is saying to the dog ?
What do you think he will do to the dog ? Why ?
Where do you think all this happened ?
Tell the story of the picture in your own words.

WRITTEN EXERCISES.

1. Write five sentences: the first beginning with *who*, the second with *where*, the third with *how*, the fourth with *what*, the fifth with *is*, and each ending with an interrogation mark (?).

2. Copy the following story, supplying the blanks—*what Mary says to the chick, and what James says to the dog*:

The Naughty Dog.

One day, as James and Mary — — through the yard, they — Rover chasing a chick. He had just caught it in his mouth, when James ran up, struck him with a stick, and made him drop it.

Mary picked up the —, — little thing, held it close to her breast, and said :

“ — — — — — .”

James scolded Rover very hard, saying :

“ — — — — — .”

3. Write in your own words a story about the picture.

4. Fill the blanks in the following :

The boy in the picture is —, —, and —.

The girl in the picture is —, —, and —.

The dog in the picture is —, —, and —.

The chick in the picture is —, —, and —.

LESSON XXXVI.

HOW AN ACTION IS PERFORMED.

ORAL EXERCISES.

How did Nettie recite her lesson? What word tells you how? What word would mean the opposite of *well*?

Think of a word that will tell how a man walks. Think of its opposite. Think of a word that will tell how a canary sings. Think of its opposite.

Point out in the following sentences the words that tell *how* the action is performed; and, when possible, give the opposite of each:

She reads distinctly.	John speaks loudly.
He acts rudely.	Henry walks slowly.
Mary writes well.	He ran swiftly.

Make sentences using the following words to tell how actions are performed:

easily	wisely	neatly	truly
quietly	firmly	well	slowly

WRITTEN EXERCISES.

1. Combine into one sentence each of the following groups of statements, placing the word that tells how as near as possible to the action word:

1. John walked down the street.
He did so quickly.

2. The bee gathers honey.
It gathers it from every flower.
It gathers it busily.
3. Mary worked an example.
It was hard.
It was in arithmetic.
She worked it easily.
4. The book is new.
Edith reads it.
She reads it diligently.
5. James held the bat.
It was large.
It was heavy.
He held it firmly.
6. The tree was tall.
It was smooth.
He climbed it.
He climbed it slowly.
7. The camel walks.
He walks patiently.
He walks over the sands of the desert.
The sands are burning.

2. Copy the following sentences, filling the blanks with words that tell how the action is performed :

Mary was riding — on her tricycle.
My sister paints — in water colors.
She listened — to the story.
John plays — on the violin.
The dog was barking — at the tramp.

3. Copy the following letter in answer to that on page 55, filling the blanks:

_____,
_____.

Dear _____,

I have _____ received _____ in-
vitation to pitch for the _____ School
Nine at the _____ game next
Thursday.

I am _____ sorry I cannot go.
I sprained my right wrist _____
last Saturday, and shall not be
able to play again until it is
better.

Wishing you _____ success, I
remain

Your friend,

James O'Connor.

_____.

LESSON XXXVII.

WHEN AN ACTION IS PERFORMED.

ORAL EXERCISES.

When did you write this composition ?

What does the word *yesterday* tell you about the writing of the composition ?

Point out in the following sentences the words that tell you *when* the action is performed :

The superintendent is coming to-day.

The teacher will announce the lesson presently.

The principal will tell you by-and-by.

She is always ready with an answer.

He now and then misses a recitation.

Make sentences using the following words to tell of the time *when* actions are performed :

lately

soon

early

ever

to-day

yesterday

late

never

ago

then

always

often

WRITTEN EXERCISES.

1. *Combine each of the following groups of statements into a single sentence :*

1. The lion springs upon his prey.

He does so often.

2. The boy was bad.

He disobeyed orders.

He disobeyed them twice.

3. Owls see in the dark.
Cats see in the dark.
They do so always.
4. John came to school.
I came to school.
We came late.
5. Bread becomes mouldy.
Cheese becomes mouldy.
They become so sometimes.
6. Men are building dwellings.
Men are building stores.
Men are building churches.
They are frequently doing so.

2. Use in sentences the proper part of the word write, with the words lately, never, ago, then, now, ever, always.

LESSON XXXVIII.

NARRATIVE.

Read the following poem silently :

1. Three little chicks, so downy and neat,
Went out in search of something to eat ;
“ Ter-wit, ter-weet !
Something to eat ! ”
And soon they picked up a stalk of wheat.

2. Said one little chick, "That belongs to me!"
Said chick number two, "We'll see, we'll see!"
 "Ter-wit, ter-weet!"
 It is nice and sweet,"
Said number three; "Let us share the treat!"
 3. They pulled and they tugged, the downy things,
And O, how they flapped their baby wings!
 "Ter-wit, ter-weet!"
 Something to eat!
Do please to let go of this bit of wheat!"
 4. Fiercer and fiercer the battle grew,
Till the stalk was broken right in two,
 And the little chicks
 Were in a fix,
And sorry enough for their naughty tricks:
 5. For a hungry crow had watched the fight,
And laughs, "Haw, haw! it serves you right!"
 So he snatches the prize
 From before their eyes,
And over the hills and away he flies!
-

ORAL EXERCISES.

What is a story written in this way, called?

What is it divided into? How many stanzas are there? How many lines in each stanza?

What is this story about? What did the chicks set out to do? What did they find?

What does the first stanza tell you? What is "Ter-wit, ter-weet?"

What difference of opinion arose? What did the first chick say? The second? The third?

Which of them do you think was right?

How did they try to decide the question? Describe the battle. What put an end to it? Why were the chicks sorry? What did the crow do?

What does this teach? What is a story that teaches a lesson called?

WRITTEN EXERCISES.

Write the story of the poem, without telling what the chickens said, from the following outline:

The three little chicks and their search. What they found.

How they quarreled.

The fight. The straw broken.

The crow watching. He snatches the prize.

The lesson of the story.

LESSON XXXIX.

WHERE AN ACTION IS PERFORMED.

ORAL EXERCISES.

Where do you recite your lessons?

What word in your answer tells where?

What does the word *here* tell you about the recitation?

Find words in your reading lesson that tell *where* actions are performed.

Make sentences, using the following words to tell where actions are performed :

where	yonder	around	everywhere	hence
here	up	somewhere	within	away
there	down	anywhere	without	out

WRITTEN EXERCISES.

1. Combine each of the following groups of statements into one :

1. John eats.
He sleeps.
He works.
He does so here.
2. There is water.
There is air.
There is heat.
They are everywhere.
3. We can play.
We can talk.
We can think.
We can do so anywhere.
4. The old man sent his sons.
He sent them away.
He sent them to the war.
He sent them sorrowfully.
5. The teacher told the boy to go there.
He told him to deliver the letter.
He told him to do so quickly.

2. Copy the following sentences, filling the blanks with the proper words :

— is the church ? It stands — at the corner of the street.

— in this town, among his friends, General Grant lived for many years.

— the air is cold ; — the air is warm.

— you grow older, you can go — you please.

John was — in the tree, picking apples ; Mary was — on the ground, catching them in her apron.

The little girl cried —, when her doll was lost.

— her nest was stolen, the robin set — to work to build a new one.

The old man toiled — and — up the hill.

— the sleigh bells rang.

LESSON XL.

QUOTATION MARKS.

Read the following story :

The Eagle and the Tortoise.

A tortoise once begged an eagle to teach her how to fly. The eagle said, "It is contrary to your nature to fly. You have no wings."

"Do not mind that," said the tortoise, "but carry me up ; show me how you fly, and let me go."

The eagle carried the tortoise high in the air, and then let her fall. She was dashed to pieces.

ORAL EXERCISES.

What do you call a story of this kind? What is a fable?

What is a tortoise? How does it move?

What is an eagle? How does it move?

What did the tortoise ask of the eagle? What did the eagle reply?

Why did the eagle think it was contrary to the tortoise's nature to fly?

What did the tortoise answer? What did the eagle do? What happened then?

What quality do you think the tortoise possessed?

What does the story teach you? Tell the story in your own words.

How many paragraphs are there? Where does the first word of each begin?

What marks show that words are quoted? Give the rule for the use of quotation marks. What mark is placed before the first quotation?

What is peculiar about the second quotation? Where is it broken? By what words is it broken? What marks are placed before and after the intervening words?

Are there any words used specially to introduce the second quotation? If there were any, what punctuation mark would you use after them?

TO BE MEMORIZED. — *When a quotation is broken, the intervening words are set off by commas, and each part of the quotation is enclosed in quotation marks.*

The first word of a quotation, when the exact words of the speaker or writer are given, should begin with a capital letter.

WRITTEN EXERCISES.

1. *Re-write the following story, correcting the mistakes in punctuation and the use of capitals, and inserting quotation marks where necessary:*

The Eagle and the Tortoise.

a tortoise once begged an Eagle to teach her how to fly. the eagle said it is contrary to your nature to fly you have no wings.

Do not mind that said the tortoise but carry me up show me how you fly and let me try.

The eagle carried the tortoise high in the air and then let her fall she was dashed to pieces.

2. *Punctuate properly and insert quotation marks, where necessary, in the following sentences:*

Longfellow says Learn to labor and to wait.

He also says Art is long and time is fleeting.

Hard work said he is the key to success.

None knew him but to love him was what every one said when he was gone.

Night is the time for rest says the poet.

The child is father of the man writes Wordsworth.

He said to the wild sea be still.

The way was long, the wind was cold sang the minstrel.

How many are you then said I if they two are in heaven?

The little maiden replied O master! we are seven.

Life, wrote Emerson is made up, not of knowledge only, but of love also.

Be good, sweet maid, and let who will, be clever, is Charles Kingsley's advice to girls.

'Tis only noble to be good says Tennyson.

LESSON XLI.
TELLING A STORY.

ORAL EXERCISES.



What do you think the boy is saying to his sister? What do you think she answers?

How did they wrap up before going on the ice? What did they take with them?

Tell what you see in the second picture. How does the boy move?



Tell about the accident shown in the third picture. How do you think it happened?

How did the boy find out that his sister had fallen? What did he do then?

Give names to the boy and girl, and tell the story in your own words.



WRITTEN EXERCISES.

From the following outline, write the story shown by the four pictures, without mentioning any of them, as if it had happened some time ago :

What the boy said in asking his sister to go on the ice.

What she said in reply.

The getting ready. The start. The fun they had.

The accident and its cause.

The boy's discovery. His return and rescue of his sister.

LESSON XLII.

LETTER - WRITING.

WRITTEN EXERCISES.

1. Copy the following letter, filling the blanks with the proper words, and omitting the words in Roman type, which are the names of the different parts of the letter :

[DATE.]

Aldworth, Newport, R. I.

July 17, 1887.

[SALUTATION.]

My dear Edith,

[BODY OF LETTER.]

We came here three days — on the Newport boat from New York.

*It — just lovely. There —
a — piazza round our cottage,
and there — lots of — trees on
— lawn.*

*Then, the bathing is so —!
I got my mouth — of salt water
— Uncle Henry ducked me this
morning, but I didn't mind it a
bit.*

*Give my love to Aunt Jane
and Uncle Thomas.*

[SUBSCRIPTION.]

Your affectionate cousin,

Claine Johnson

*Miss Edith Campbell,
407 East Eightieth St.,
New York City.*

2. *Let this letter be written from dictation, careful heed being given to arrangement, use of capitals, and punctuation.*

3. *Write a letter to a friend describing your last holiday.*

ORAL EXERCISES.

What have you written ?

What two things do the words in the first two lines at the right-hand upper corner of the page tell ? What do you call this part of a letter ? Where are capitals used ?

Read the words at the beginning of the letter. What do they show ? Where are they written ? What stop is placed after them ? What words in the address begin with capitals ?

What do you call the space at the left side of the page ? How wide should the margin be ? Where should each new paragraph begin ?

Read the words that close the letter. What are they called ? On how many lines should they be written ? Where should each line begin ? What punctuation marks should be used ?

Read the words in the lower left-hand corner. Why are they placed there ? What does *St.* stand for ? What stop do you place after it ? What do the letters *R. I.* stand for ? What stop do you place after each ? What stop do you always place after a contraction ?

SUGGESTION TO THE TEACHER.—See that the answers to these questions are given by the pupils in complete sentences, and that the form of a letter is thoroughly understood before the next lesson is taken up.

LESSON XLIII.

LETTER - WRITING.

WRITTEN EXERCISES.

1. *Re-write the following letter, arranging the different parts, as in your last composition, and correcting all mistakes :*

407 East Eightieth St July 19 1885. My dear Elaine, Your kind letter reached me this morning. I am glad you are having such a good time. Papa and Mamma have decided that we are to go to the mountains. I shall write you when we get there. To-day we are very busy packing up, so I must stop now. Love to all. Your affectionate cousin, Edith Campbell.

2. *Address an envelope to Miss Elaine Johnson, as follows :*

<i>Miss Elaine Johnson, Aldworth Cottage, Newport, R. I.</i>	STAMP.
---	---------------

3. *Address an envelope to Miss Edith Campbell.*

4. Address an envelope as follows :

Mrs. James S. Taylor, 341 Beacon St., Boston, Mass.	STAMP.
--	---------------

5. Address an envelope to your mother at her home address.

ORAL EXERCISES.

What is an envelope ? Why is it so called ?

On which side is the address written ? Why is it written on the envelope ?

How many lines are there in each of the addresses you have written ? What did you put in each line ? How are the lines arranged ?

How do you write the words *street* and *avenue*, in an address ?

The address on an envelope is called the superscription.

Where is the postage-stamp placed ? Why is it so placed ? Would it not do equally well in the centre ? Why ?

What punctuation mark do you place after *Mrs.* ? Why ?

Of what is *Mass.* an abbreviation ?

LESSON XLIV.

NARRATIVE.

Read the following poem silently :

The Boy who Jumped on Trains.

1. There was a boy whose name was Dunn,
And he was one
As full of fun
As any boy could walk or run !
2. His cheeks were plump, his eyes were bright,
He stepped as light
As a camel might,
And bounced and played from morn till night.
3. And whether he was here or there,
His parents' care—
Unseen, like air—
Followed and held him everywhere.
4. He really was their joy and pride—
Was good beside ;
But woe betide—
He would jump on the cars to ride !
5. There, hanging to a brake or step,
Tight hold he kept,
And onward swept,
Yelling with all his might, " Git-tep ! "
6. Dunn's father learned that he did so,
And told him to
Decline to go
Where trains were running to and fro.

7. As for his mother, she turned white,
And gasped with fright
To think Dunn might
Come home a pancake some fine night !
8. But his relations often said,
With shaking head,
That boy was led
To have his way if't killed him dead !
9. And sure enough, when school was out,
And boys about
The train flocked out,
Dunn followed too, with plunge and shout.
10. He did not mean to grab a ride,
But by his side,
With tempting glide,
The freight-cars decked with boys did slide !
11. Where was his father's stern command ?
Out went his hand ;
He gained a stand—
At least he planned to gain a stand !
12. What is it ? Crash ! His head is blind !
That wheel behind—
He hears it grind !
And he is paralyzed in mind !
13. On cork and crutches now goes Dunn !
Whole boys may run—
Grab rides for fun—
But, as I said, this boy is Dunn !

Mary Hartwell, in St. Nicholas

ORAL EXERCISES.

Several pupils may tell the story of these verses, each in his own words, and as briefly as possible.

Explain the meaning of the following expressions : *His parents' care followed and held him everywhere ; he was their joy and pride ; decline to go ; come home a pancake ; to have his way ; planned to gain a stand ; paralyzed in mind ; grab rides for fun.*

Describe the boy about whom the story is told.

What was his great fault ?

What was his father's command ?

What temptation came in his way ?

How did he act under the circumstances ?

Tell the result. What lesson does the story teach ?

The verses naturally divide into six sections, each telling a part of the story. What are they ? How many stanzas are there in each ? Give the substance of each part in your own words.

WRITTEN EXERCISES.

Write the story of the verses in your own words, and in six paragraphs, from the following outline :

A description of Dunn.

His one great failing.

His mother's fears and his father's command.

He is tempted.

The act of disobedience.

The accident.

The lesson taught.

LESSON XLV.

POSSESSION.

ORAL EXERCISES.

Write the sentence, "*Mary's book is on the desk.*"

What mark and letter show that the book belongs to Mary? What do you call the mark? Write the name, *apostrophe*. Where is it placed?

How do you speak of more than one rat? What letter did you add?

How would you change *rats* so that it would mean that something belongs to one rat?

In the sentences, *The rats run to their nest* and *The rats' nest is warm*, what is the difference between *rats* and *rats'*?

Pronounce and then write each of the following words, adding the apostrophe and s:

John	Jane	house	Theodore
Henry	dog	month	book

Make sentences containing the following words, so used as to indicate possession:

cow	camel	tiger	deer
horse	lion	elephant	beaver

WRITTEN EXERCISES.

1. Change the form of the following sentences so that the idea of possession or ownership will be indicated by the use of the apostrophe and s.

The horse of Mr. McLean ran away.

The wagon belonging to the landlord met us at the depot.

The great desert of Africa is a pathless waste.
The roar of the lion is very terrible.
The wings of a butterfly are beautifully marked.
The little horns of a snail are called tentacles.
The shell of a mussel has two parts or valves.
The shell of a snail is in one piece.
The wing of a bird is like the fore-leg of a quadruped.

2. Combine each of the following sets of statements into a single sentence, each containing a word denoting possession :

1. The mill was burned.
It belonged to Mr. Simpson.
2. Ships sail.
They belong to America.
They sail into every port.
3. Hermann owns a pony.
It has long hair.
It has shaggy hair.
4. The Rev. John Harcourt has a church.
It is the largest in the city.
5. Mrs. Walker owns a house.
It is large.
It is beautiful.
It is convenient.
6. The piano belongs to Miss Minnie Morell.
It is handsome.
It is sweet-toned.

LESSON XLVI.
LETTER-WRITING.



ORAL EXERCISES.

About what do you think the girl is writing ?

What can you say about the mountain shown in the picture ? About its height ? Its trees ? Its rocks ? Its streams ?

WRITTEN EXERCISES.

Write a letter from the following outline :

Miss Edith Campbell, having gone with her parents to the Catskill Mountains, N. Y., to spend the summer, writes to

her friend, Miss Elaine Johnson, who is at Newport, R. I., to tell her of the following matters :

Her journey.

The height of the mountains.

The streams running down the mountain side.

The walks and drives.

A wish that her friend were with her.

LESSON XLVII.

POSSESSION.

ORAL EXERCISES.

The children's hats hang in the wardrobe.

Does the word *children's* refer to one or to more than one child ? Where is the apostrophe placed ?

The horses' manes were glossy.

Does the word *horses'* refer to one or to more than one horse ? Where is the apostrophe placed ?

Note where the apostrophe is placed in the following expressions :

The birds' nests.

The geese's cackle.

The men's hats.

Crabs' legs.

SUGGESTION TO THE TEACHER.—Proceed with other examples of a similar kind until your pupils have mastered the principle that plural nouns ending in *s* take the apostrophe after that letter ; and that those not ending in *s*, add an *s*, preceded by the apostrophe, to form the possessive case. Of course no technical terms should be used.

WRITTEN EXERCISES.

1. Write sentences, each containing one of the following words, so used as to mean more than one and to indicate possession :

child	horse	mouse	snail
man	cat	crab	squirrel
ox	bat	goose	wren

2. Change the following expressions, using the *s* and *apostrophe* to indicate possession :

The babbling of the brooks.
The crooks of the shepherds.
The clatter of the mill.
The hats of the men.
The noise of the railroad.
The voice of the sluggard.
The hooting of the owl.
The barking of the dogs.
The music of the choir.

3. Write the following in a different form :

The lion's mane.	The horses' stalls.
The eagles' screams.	The wind's force.
The train's rattle.	The tourists' luggage.
The soldiers' arms.	The old clock's hands.

Australia's natives are savages.
Indians' lives are spent in hunting and fishing.
Insects' wings look like gauze.
A liar's word is never believed.

LESSON XLVIII.

A NARRATIVE.

Read the following poem silently:

A Narrow Escape.

1. Three dogs were quite leisurely jogging along
By the side of their master, who whistled a song,
And all seemed intent on some problem profound,
As they went with heads bent and eyes fixed on the ground.
2. The bird-dog had ears that were silky and soft,
And though in brown study, he lifted them oft,
As if in the forest adjacent he heard
The rustle and chirrup of some little bird.
3. The shepherd-dog looked like a good-natured scamp
Who knew how to worry the ill-looking tramp,
And with lambs of the household would cheerfully play,
And see that no one of them wandered away.
4. The greyhound, a creature of exquisite shape,
Was rather reluctant to get in a scrape,
And 'twas easy to see that its greatest desire
Was to lie on soft rugs and display its attire.
5. While the biped and quadrupeds sauntered thus slow,
A hare crossed the road just before them, and lo!
The bird-dog and shepherd-dog start on a race,
And the light-footed greyhound soon joins in the chase.

6. The poor frightened hare almost feels their hot breath
As they gain on her track ; she is hunted to death ;
And the thought of how she will be torn into bits,
While it flutters her heart, also sharpens her wits.
7. The dogs are quite near, with their mouths open wide,
When all of a sudden the hare jumps aside ;
And her nimble pursuers, unable to stop,
Run on for some distance, then out of sight drop.
8. The master comes up to discover the plight
Of his four-footed friends who have vanished from sight,
Still whistling a song, and expecting that they
To some leafy covert have driven their prey.
9. Imagine his wonder and grief when he found
That all the three dogs in an old well were drowned,
Which stood in the field, and was hidden from view
By the weeds and the bushes that over it grew !
10. This rhyme has a moral that here nicely fits :
'Tis true that necessity sharpens our wits,
And no one will e'er be considered a dunce
Who gets rid, as the hare did, of three foes at once.

Josephine Pollard, in Harper's Young People.

ORAL EXERCISES.

Tell the story of the poem very briefly in your own words.

What does the first stanza tell you ?

Which stanzas describe the three dogs ?

In what stanzas is the chase described ?

Where do you find an account of the hare's trick ?

What stanzas tell of the accident to the dogs ?

Where is the lesson of the story told ?

Into how many parts may the story be divided ?

Mention each part and the stanzas describing it. Tell the story of each part in your own words.

Tell all you can about the appearance and habits of a shepherd dog ; of a greyhound ; of a bird dog.

How could you tell one from another ?

Mention any qualities possessed by each.

Explain the meaning of the following : *leisurely* ; *jogging along* ; *intent on some problem* ; *profound* ; *adjacent* ; *tramp* ; *creature of exquisite shape* ; *reluctant to get into a scrape* ; *display* ; *biped* ; *quadruped* ; *sharpens her wits* ; *nimble* ; *discover the plight* ; *vanished from sight* ; *leafy covert* ; *expecting* ; *rhyme* ; *moral* ; *necessity*.

You may now tell the story once more, and at greater length, in your own words.

WRITTEN EXERCISE.

Write the story of the poem in six paragraphs from the following outline :

A gentleman with his three dogs walking through fields.

Description of each dog and his qualities.

The chase after the hare.

The hare's trick.

The accident to the dogs.

The lesson of the story.

LESSON XLIX.

WORDS THAT STAND FOR NAMES.

ORAL EXERCISES.

Who is it that is reading ?

What word in your answer stood for your name ?

Who was it that recited last ?

SUGGESTION TO THE TEACHER.—Proceed with questions of this kind until the children are thoroughly familiar with the use of the nominative forms of the personal pronouns after the neuter verb.

WRITTEN EXERCISES.

1. Copy the following sentences, filling the blanks with I, you, he, she, it, we, or they :

John loves horses. — is a good rider.

Mary, Jane, and Edith are my sisters. It is — who have gone to the country.

I like to read. It is — who bought that book.

Evangeline lived in Acadia. It is — that Longfellow writes about.

“Do you remember the story of the town mouse and the country mouse ?” “Yes, it was — who nearly lost their lives in the dining-room.”

“Do you know the poem called ‘The Psalm of Life ?’”
“Certainly, it was — I learned by heart last week.”

“Is it — to whom you are speaking?” “Yes, it is you.”

“Was it you that broke the pane of glass?” “Yes, ma’am, it was —.”

“Are — to blame for breaking a rule of which we did not know?”

“Who are you?” “— are pupils of this school.”

“Were — perfect in our lessons?” “No, you were not.”

2. Combine into a single sentence each of the following groups of statements:

1. The teacher told me to go.
The teacher told Mary to go.

2. It was Mary that went.
It was I that went.

3. The carriage can carry John.
It can carry Mary.
It can carry James.
It can carry me.

4. It is he who whispers.
It is she who whispers.

5. It was he who wrote the letters.
It was she who wrote the letters.
It was I who wrote the letters.

6. The book was sent to James.
The book was sent to me.

7. The Christmas-tree was for you.
The Christmas-tree was for me.

LESSON L.

NARRATIVE.

Read the following poem silently :

Charley and his Shilling.

1. Little Charley found a shilling
As he came from school one day :
“ Now,” said he, “ I’ll have a fortune,
For I’ll plant it right away.
2. “ I’ll not say a word to mother,
For, I know, she would be willing ;
Home I’ll run, and in my garden
Plant my pretty, bright, new shilling.
3. “ Every day, I’ll give it water,
And I’ll weed it with great care,
And, I guess, before the winter,
It will many shillings bear.
4. “ Then I’ll buy a horse and carriage,
And a lot of splendid toys,
And I’ll give a hundred shillings
To poor little girls and boys.”
5. Thus deluded, little Charley
Laid full many a splendid plan,
As the little coin he planted,
Wishing he were grown a man.
6. Day by day, he nursed and watched it,
Thought of nothing else beside,
Day by day, was disappointed,
For no signs of growth he spied.

7. Tired, at last, of hopeless waiting,
More than any child could bear,
Little Charley told his secret
To his mother, in despair.
8. Never was a kinder mother,
But when his story she had heard,
'Twas so funny, she, for laughing,
Could not speak a single word.
9. This was worse than all, for Charley
Thought his sorrow too severe,
And, in spite of every effort,
Down his cheek there rolled a tear.
10. This his tender mother seeing,
Kissed it off before it fell ;
"Where to plant your bright new shilling,"
Said she, smiling, "let me tell.
11. "Peter Brown's two little children
Long have wished to learn to read,
But their father is so poor.
He cannot buy the books they need.
12. "To their use if you will spend it, •
Precious seed you thus may sow,
And, ere many months are ended,
Trust me, you will see it grow."

ORAL EXERCISES.

Tell the story of the poem in your own words.

What is a shilling? In what country is this piece of money used? In what country do you think this took place?

Which stanzas tell of Charley's finding the shilling ? Of his planting the shilling ? For what he hoped ? Of his watching ? Of his disappointment ? Of his telling his mother, and what she did ? Of what she told him to do with the money ?

Into how many parts would you divide the poem ? Tell the story of each part in your own words.

Explain the meaning of the following :

I'll have a fortune ; deluded ; laid full many a splendid plan ; disappointed ; signs of growth ; spied ; told his secret in despair ; thought his sorrow too severe ; tender ; to procure ; precious.

Why did Charley's mother think his story was funny ?

Why was Peter Brown not able to procure books for his children ?

How was Charley to sow precious seed ? What would grow from it ?

Tell the story again in your own words, and at greater length.

WRITTEN EXERCISE.

Write the story as briefly as possible in four paragraphs in your own words from the following outline :

How Charley got the shilling.

How he proposed to make it produce other shillings, and what he meant to do with them.

The reason why he told his mother.

The use she told him to make of his shilling.

LESSON LI.

QUESTIONS.

ORAL EXERCISES.

Make a sentence, telling something about the weather. If you should write it, what mark would you place after it?

Make a sentence, asking a question about the weather. If you should write it, what mark would you place after it?

In the following sentences, tell whether the first word of each refers to a person or to a thing:

Who is the preacher?

Whom did you hear preach on Sunday?

Which of you spoke?

Which of you will go?

Which apple will you have?

What is it you ask?

What are you writing on?

Ask questions beginning with *who*, *which*, *what*, *where*, *when*.

In the sentence, *Does your shoe pinch, James?* what mark is placed before *James*?

In the sentence, *Which study, John, do you like best?* how is the name of the person to whom the question is addressed, set off from the rest of the sentence?

TO BE MEMORIZED.—Use a comma or commas to separate from the rest of the sentence the name of a person spoken to.

WRITTEN EXERCISES.

1. Copy and punctuate the following sentences :

James are you tired
Have you finished your example Arthur
Will you ride home William on the cars
Mary are you going out shopping
What are you doing Henry

2. Write the following sentences, filling the blanks with one of these words : Is, Was, Were, Do, Does, Did, Has, or Have :

- he at home ?
- it they who called ?
- we to know the time of your arrival ?
- your father help you every evening ?
- they know where you are ?
- it true, James, that you are going away ?
- he go away last week ?
- they at home when you called ?
- she returned from her walk ?
- we any pencils left ?
- you at the seaside last summer ?

3. Write the following sentences, filling the blanks with one of these words : Who, Which, What, When, or Whom :

- have you been, Dr. James ?
- do you like the better, Miss Johnson ?
- is it you want me to do ?
- do we obtain from the West Indies ?

- have you been this morning ?
- are you going to do this evening ?
- will you be back again ?
- can answer this question ?
- is to sing the song ?
- do you think I am ?
- did the people elect Governor ?

4. *Change the following statements into questions :*

- The old dog has found a bone.
- Charles can play the flute.
- Grace has a tame hawk.
- William and Kate go to our school.
- John has a boat on the pond.
- William and John have a boat on the pond.
- There were three boys in the field.
- I am good at figures.
- We are away from home.
- You are at the head of the class.
- There are three pencils in your pencil-case.
- You have a new dress.
- You had more fun than you wanted.
- Mary and I are good at figures.
- It is I.
- It is they who told the story.
- It is a long journey for you and me.
- He told John and me to return.
- Henry told you what road to take.
- Mary and Jane saw the field mice.
- A cottage once stood on that spot.
- Moss-roses once grew in my garden.
- You and I were the only ones who saw the act.
- You and I are neighbors and friends.

LESSON LII.

A LETTER FROM THE SEASIDE.



ORAL EXERCISES.

Tell about the kind of water in the sea ; the waves ; bathing ; the beach ; how children play on the sand ; what happens when the waves dash against a bluff, and any thing else you see in the picture.

WRITTEN EXERCISES.

1. Write questions about :

The name of the place shown in the picture.

The people seated on the shore.

Those who are bathing.

The color of the sea.

The cause of spray rising into the air.

2. Write an answer for Miss Elaine Johnson to Miss Edith Campbell's last letter from the mountains, using the following outline :

Miss Johnson is glad her friend is enjoying herself among the mountains, but does not think they are as nice as the ocean.

She compares the mountain-streams with the waves dashing against the rocks.

She asks questions as to whether there are bathing, shady walks, shells, and crabs in the mountains.

LESSON LIII.

LETTER-WRITING.

WRITTEN EXERCISES.

1. Copy the following note of invitation :

*Miss Maatla Barbour requests
the pleasure of Miss Mamie and
Master Fred Harris's company at
tea, on Tuesday afternoon, the 19th
inst., at five o'clock.*

*76 Belvoir Ave.,
June 15, 1886.*

2. Write a note of invitation to a friend, asking him or her to a birthday party.

3. Change the note of invitation to a letter in ordinary form.

4. Copy the following acceptance of an invitation :

*Miss Mamie and Master Fred.
Harris have great pleasure in accept-
ing Miss Mootla Barbour's kind
invitation to tea on Tuesday after-
noon, the 19th inst.*

88 St. James Place,

June 16, 1886.

5. Write replies to the note written under Exercise 2: (1.) In note form; (2.) In letter form.

6. Copy the following envelope addresses :

<i>Master Fred. Harris, 88 St. James Place, Brooklyn, N. Y.</i>	STAMP.
---	--------

STAMP.

*Mr. James Moorhead,
46 Euclid Ave.,
Detroit, Mich.*

STAMP.

*Charles Stuart, Esq.,
Marblehead,
Mass.*

STAMP.

*The Rev. James Boutwell,
176 N. Nineteenth St.,
Philadelphia, Pa.*

ORAL EXERCISES.

Why is Fred. Harris addressed as *Master* ?

How would he have been addressed had he been a man ?

What does *inst.* stand for ? What does it mean ?

Point out differences in form between a note of invitation and a letter in ordinary form.

What do *Mr.*, *Esq.*, and *Rev.* stand for ? Write the words in full.



LESSON LIV.

COMPARISON.

ORAL EXERCISES.

Which of these pencils is the longer ? Which is the shorter ?

What syllable is added to *long* to show that one has greater length than the other ?

Which of these three pencils is the longest ?

What syllable is added to *long* to show that one has the greatest length of the three ?

Use correctly in sentences the following words :

heavy	tall	good	little	bad
heavier	taller	better	less	worse
heaviest	tallest	best	least	worst

Compare objects that you are familiar with, as to the following qualities :

thin, hard, wide, small, short,
clear, tough, blunt, smooth, long.

Would you say that this glass is *transparenter* than that ? What should you say ?

Why do you use *more* before transparent instead of adding *er* ?

Would you say that this glass is the *transparentest* of all ? What should you say ?

Compare two or more persons or objects as to the following qualities :

generous, rough, studious, charitable,
patient, beautiful, homely, juicy.

When do you add *er* and *est* to quality words, in order to compare persons or things having the same quality ?

When do you use *more* and *most* before the word expressing quality.

WRITTEN EXERCISES.

1. Combine into a single sentence each of the following sets of statements :

1. Mr. Smith is generous.
Mr. Hart is more generous.
2. Milton wrote good poetry.
Shakspeare wrote better poetry.

3. Lying is bad.
Hypocrisy is worse.
4. The geranium is a beautiful flower.
The rose is a more beautiful flower.

2. Write the following sentences, filling the blanks with words denoting qualities:

The weather is — to-day than it was yesterday.

Columbus was the — man that sailed in the vessels under his command.

The elephant is the — of all the animals that roam the forest.

The shark is the — of all the animals that live in the sea.

These apples are — than any others in the garden.

That was a noble deed, but this was a — one.

Those pears are — than these.

Grow — as you grow older.

Our country is — than any in Europe.

Is this writing — than that ?

LESSON LV.

NARRATIVE.

Read the following narrative silently:

The Egg-Shell.

A boy once met a wizard, who gave him an egg-shell, telling him to place it in his mouth, but on no account to break it. The boy was as foolish as boys usually are, so he instantly obeyed him, without at all stopping to think what the consequences might be. Immediately his head swelled up like an enormous balloon, so that the wind nearly blew him away.

He managed to catch hold of a post and save himself from this fate, and a crowd began to gather around his head. His body was quite out of sight underneath, and only the huge head was to be seen.

As everybody stood staring at the wonderful sight, a fly lit on the boy's cheek. He could not reach it himself, for his arms would not reach a tenth part of the way to his chin ; so he asked one of the bystanders to kill the troublesome insect. The boy's voice was so smothered by the egg-shell that it was long before he could make himself understood ; but at last the man got an idea of what was wanted, and aimed a severe blow at the fly. The insect flew away unharmed, but the boy started so suddenly that he bit the egg-shell in two, and his head collapsed to its natural size. So there was a little boy in the middle of the place, holding on by a post, and a crowd of people looked at him from a distance.

Arlo Bates, in St. Nicholas.

ORAL EXERCISES.

Explain the meaning of the following expressions : *wizard, consequences, immediately, enormous, balloon, save himself from this fate, troublesome insect, make himself understood, collapsed.*

What did the wizard tell the boy to do ? What was the result ?

Tell some things the boy might have done, but did not do, to save himself. Why do you think he was foolish ?

How did he get relief ? How do you think the boy's mother felt when she saw what had happened to her son ?

Tell the story in your own words.

WRITTEN EXERCISE.

Write the story from the following outline :

Description of the actors in the story.

Why the boy's head became so big.

The danger the boy was in.

The wonder of the on-lookers.

How you think his mother felt. What she might, and might not, have done with him had his head remained enlarged.

The lesson the story teaches.

 LESSON LVI.

ACTION WORDS.

ORAL EXERCISES.

Use in a sentence some form of the word *write* with one of the following : *yesterday, last night, last week, to-morrow, next week, is, was, has, had, will, will be, has been, had been.*

Use in a similar manner some form of each of the following :

see	read	set	run	bring
go	come	lie (recline)	break	buy
do	sit	lay	hide	feed
catch	hold	leave	lose	say
write	find	choose	have	am

SUGGESTION TO THE TEACHER.—See that each sentence is complete in itself and correctly expressed. Variety may be given to the exercises by requiring the children to introduce adverbs and adjectives

WRITTEN EXERCISES.

Fill each of the blanks in the following sentences with some part of a word chosen from the above list :

The lady has — her ring.

She had lately — a new hat.

Have you — the brooch that you lost ?

Are the letters — ?

He said he had never — a spot so beautiful.

James had — the ball in his right hand.

The wet cloth was — before the fire to dry.

She has — two hours ago.

We shall — to the mountains in July.

He has — the chair by the window.

Will you — in the arm-chair ?

We have — down to rest.

He has — the book on the table.

My sister had not — when I left.

Into how many pieces has the mirror been — ?

It has been — into fifty pieces or more.

The race was — very quickly.

The horse was well — on oats and hay.

LESSON LVII.

NARRATIVE.

Read the following poem silently :

A Triumph.

1. Little Roger up the long slope is rushing
Through the rustling corn,
Showers of dew-drops from the broad leaves brushing
In the early morn ;

2. At his sturdy little shoulder bearing,
 For a banner gay,
 A stem of fir with one long shaving flaring
 In the wind away !
3. Up he goes, the summer sunshine flushing
 O'er him in his race,
 Sweeter dawn of rosy childhood blushing
 On his radiant face.
4. If he can but set his standard glorious
 On the hill-top low,
 Ere the sun climbs the clear sky victorious,
 All the world aglow !
5. So he presses on with childish ardor,
 Almost at the top !
 Hasten, Roger ! Does the way grow harder ?
 Wherefore do you stop ?
6. From below the corn-stalks tall and slender
 Comes a plaintive cry—
 Turns he for an instant from the splendor
 Of the crimson sky,
7. Wavers, then goes flying toward the hollow,
 Calling loud and clear :
 “Coming, Jenny ! Oh, why did you follow ?
 Don't you cry, my dear !”
8. Small Janet sits weeping 'mid the daisies :
 “Little sister sweet,
 Must you follow Roger ?” Then he raises
 Baby on her feet,

9. Guides her tiny steps with kindness tender,
Cheerfully and gay,
All his courage and his strength would lend her
Up the uneven way,
10. Till they front the blazing East together ;
But the sun has rolled
Up the sky in the still summer weather,
Flooding them with gold.
11. All forgotten is the boy's ambition,
Low the standard lies,
Still they stand, and gaze—a sweeter vision
Ne'er met mortal eyes.
12. That was splendid, Roger, that was glorious,
Thus to help the weak ;
Better than to plant your flag victorious
On earth's highest peak !

Celia Thaxter, in St. Nicholas.

ORAL EXERCISES.

Let several pupils tell this story, each in his own words, and as briefly as possible. No attempt should be made to turn each line or each stanza separately into prose.

Explain the meaning of the following words, as used in the foregoing verses : *rustling, brushing, shaving, flaring, flushing, blushing, standard, aglow, ardor, wavers, plaintive, hollow, courage, ambition, vision, mortal, peak.*

What caused Roger to stop when half-way up ?

Why did Janet weep ?

What is meant by "flooding them with gold?"

What is meant by "the splendor of the crimson sky?"

The poem naturally divides itself into five parts, each telling a part of the story or the lesson it teaches. Find the five parts. How many stanzas are there in each? Give the substance of each part in your own words.

SUGGESTION TO THE TEACHER.—As a final exercise before writing, after the above have been completed, one or more children may be called upon to tell the story in their own words. The fluency and correctness with which this is done will be a test of the thoroughness with which the preceding exercises have been performed.

WRITTEN EXERCISES.

Write the story of the poem in your own words, and in five paragraphs, from the following outline:

Roger and his morning walk. What he wished to do.
Why he turned back.
How he helped Janet up the hill.
The scene on the top.
Why Roger did what was right.

LESSON LVIII.

WHO, WHICH, THAT.

ORAL EXERCISES.

The man who was here went away.
I have mailed the letter which you wrote.
The boy that disobeys will be punished.
The hat that you bought is too large.

In the first sentence, does *who* refer to a person or a thing ?

In the second sentence, does *which* refer to a person or a thing ?

In the third sentence, does *that* refer to a person or a thing ?

In the fourth sentence, does *that* refer to a person or a thing.

TO BE MEMORIZED.—*The word who is used instead of the name of a person or of persons ; the word which is used instead of the name of a thing or of things ; the word that may be used instead of the names of persons or of things.*

WRITTEN EXERCISES.

1. Copy the following sentences, filling the blanks with the word *who* :

John, — is at the head of the class, is ten years of age.

Was it Mary — told you ?

Has that boy — brought the note, gone ?

Those — work will not starve.

The teacher loves those children — do their best.

2. Copy the following sentences, filling the blanks with the word *whom* :

Yonder is the man of — I told you.

Here is the lady — we saw yesterday.

He met in the hotel the people with — he had traveled in the cars.

We can only think of the friends — we cannot see.

The children — you saw, belong to this school.

3. Copy the following sentences, filling the blanks with the word which :

What is that book — you are reading ?

My horse, — you sold me, has become lame.

Those flowers, — you saw in the garden, are pansies.

James found a snail's shell — had five spires.

Jane holds in her hand a flower — has five stamens.

4. Copy the following sentences, filling the blanks with the word that :

The books — are in your library, are beautifully bound.

Children — do not tell the truth, are never believed.

The flower — I like best, is the rose.

The part of the flower — is colored, is called the corolla.

Did the lady — you met, wear a dark dress ?

5. Copy the following sentences, filling the blanks with the words who, whom, which, or that, as may be required :

He met a man — pointed out the right way.

I have written in my own words the story — you told me.

The calyx is that part of the flower — holds the corolla.

Those — read poetry, find beautiful thoughts.

The petals of a flower are the colored leaves — make up the corolla.

They met at the seaside many persons — they knew to be old friends.

A quadruped is an animal — has four legs.

An animal — has two legs, is called a biped.

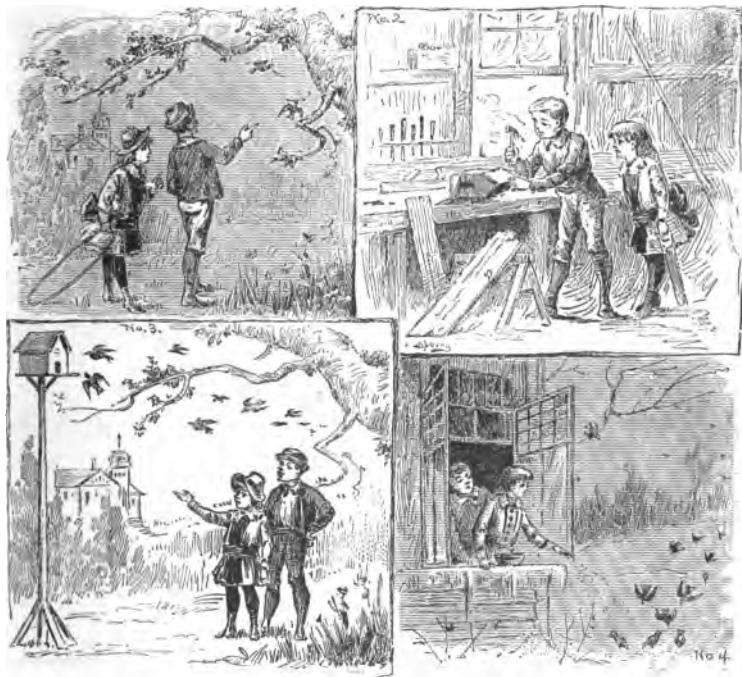
Animals — eat flesh, are called flesh-eating or carnivorous animals.

The man — you saw, is my friend.

The two ladies — you met, are my cousins.

LESSON LIX.

A STORY IN FOUR PICTURES.



ORAL EXERCISES.

In the first picture, what are the boy and girl looking at? What are the birds doing? What kind of birds do you think they are?

What are the boy and girl doing in the second picture? Tell all you can about what they are making, how they do their work, and what kind of room they are in.

What does the third picture tell you ?

What season of the year is shown in the fourth picture ? What are the boy and girl doing ?

Give names to the boy and girl and make a story out of the four pictures.

WRITTEN EXERCISE.

Write the story shown by the pictures, in four paragraphs.

LESSON LX.

DIRECT AND INDIRECT QUOTATION.

When you write the exact words of another, you make what is called a *direct quotation* ; as, Longfellow says, " Art is long and time is fleeting."

If, however, you should write it thus : Longfellow says that art is long and time is fleeting, you would use what is called *indirect quotation*.

Notice that quotation marks are used in the first instance and not in the second.

What are the differences between : *He said, "I will go with you,"* and *He said he would go with me ?*

WRITTEN EXERCISES.

1. *Change the following quotations from the direct to the indirect form :*

John said to him, " Give me my whip."

My mother said to me, " Go to the store and buy a pound of rice."

Our teacher said to us, "Draw on the blackboard a map of the school building."

James says, "I can ride a bicycle."

Gertrude says, "My mother told me not to go into the boat."

Hannah wrote, "I will come to see you next fall."

2. Change the following quotations from the indirect to the direct form :

My mother said in her letter that I must come home at once.

James told me he had not yet learned to ride his bicycle.

Mary said her little lamb followed her to school.

His father told him not to trample on the flower-beds.

Longfellow says that things are not what they seem.

Dr. Watts says that dogs delight to bark and bite.

LESSON LXI.

A STORY.

Read the following story :

Little Red-Cap.

Once upon a time there lived a sweet little girl, whose name was Little Red-Cap.

One day, as Red-Cap was taking some meat and some cake to her grandmother's, a Wolf met her, and wanted to mislead her. She went straight on, however, and told her grandmother, "I met a Wolf, who wished me good-day ; but he looked so wickedly out of his great eyes, that I thought he would have eaten me, had I not been on the high road."

So the grandmother said, "Let us shut the door, that he may not enter."

Soon afterwards up came the Wolf, who knocked, and exclaimed, "I am Red-Cap, grandmother; I bring you some roast meat." But they kept quite still, and did not open the door; so the Wolf, creeping several times around the house, at last jumped on the roof. His purpose was to wait till Red-Cap went home in the evening, and then to sneak after her, and devour her in the darkness. The old woman, however, watched all that the rascal did and saw through his trick.

Now, before the door stood a great stone trough. So she said to Little Red-Cap, "Yesterday I boiled some sausages in this water; pour it with this pail into that stone trough." Red-Cap kept pouring until the huge trough was quite full.

Then the Wolf, sniffing the smell of the sausages, smacked his lips and wished very much to have a taste. At last he stretched his neck so far over, that he lost his balance, and slipped quite off the roof. He fell right into the great trough beneath, and was drowned.

Then Little Red-Cap ran home in high glee, but no one was sorry for Mr. Wolf.

ORAL EXERCISE.

Tell the above story in your own words, and as briefly as possible.

WRITTEN EXERCISE.

Write the story in not more than one hundred and fifty words, using the indirect form of quotation throughout, from the following outline:

Little Red-Cap's journey and its purpose.

Meeting with the wolf. What he wanted to do.

The wolf's attempt to enter the grandmother's house. His trick.

The grandmother's scheme to outwit him.

How he was killed.

The joy of Red-Cap and her grandmother.

LESSON LXII.

WORDS THAT SHOW RELATION.

ORAL EXERCISES.

Where have I placed this book? Where now?
Where now?

In the sentence, *I placed the book on the table*, what word shows the relation between the act of placing and the table?

If I place an ink-stand on one side of this book and a globe on the other, where would you say the book is?

If five boys stand around another boy, where would you say the latter is?

What is the difference between *among* and *between*?

Use both words in sentences that will indicate their meaning.

Use in sentences the words *in* and *into*.

What is the difference between them?

Use correctly in sentences the following words :

among	before	during	out of
above	behind	for	over
across	below	from	through
around	beside	in	to
about	between	into	towards
after	beyond	near	up
against	by	of	upon
at	down	on	under

Make sentences in which the relation will be shown between the following words and some person or object :

abound	arrive	combine	cover
accommodate	banish	compare	defend
accuse	trust	complain	delight
acquaint	bestow	contend	demand
admit	call	copy	depend
agree	care	correspond	die
annex	change	couple	differ

WRITTEN EXERCISES.

Copy the following sentences, filling the blanks with words that indicate relation :

I disagreed — him in that argument.

Dr. Hall differed — Dr. Johnson as to the nature of the disease.

They differed — themselves as to what it was best to do next.

He discouraged me — making the attempt.

The boy plunged — the water.

The young ladies arrived — the church too late.

The teacher was angry — his pupils.

The field of potatoes lies — two fields of corn.

The village blacksmith sat — his boys.

He sat down — my parlor.

Will you walk — my parlor ?

Do not you grieve — this.

May no evil happen — you.

He was entertained — pleasant conversation.

The father expects — the son obedience.

That need not hinder you — going.
 Do not meddle — affairs that do not concern you.
 John cares — play more than — work.
 My father acquainted me — the facts.
 The child trusts — its parents.
 The owner readily admitted me — the garden.
 After our long walk my sister complained — fatigue.
 Do you agree — him in his answer ?
 The man was accused — stealing
 The teacher stood — her class.
 The boy that copies — his neighbor, is dishonest.

LESSON LXIII.

DESCRIPTION.

Read the following poem silently :

The Tree.

1. The Tree's early leaf-buds were bursting their brown ;
 " Shall I take them away ? " said the Frost, sweeping down.
 " No, leave them alone
 " Till the blossoms have grown,"
 Prayed the Tree, while he trembled from rootlet to crown.
2. The Tree bore his blossoms, and all the birds sung ;
 " Shall I take them away ? " said the Wind, as he swung.
 " No, leave them alone
 " Till the berries have grown,"
 Said the Tree, while his leaflets quivering hung.
3. The Tree bore his fruit in the midsummer glow ;
 Said the girl, " May I gather thy berries now ? "
 " Yes, all thou canst see ;
 " Take them ; all are for thee,"
 Said the Tree, while he bent down his laden boughs low.

Björnstjerne Björnson.

ORAL EXERCISES.

Notice that the tree, the frost, and the wind are spoken of in this poem as if they were persons, and had the power of speech.

What are leaf-buds? At what time of the year do they appear? To what danger are they exposed? Of what use are its leaves to a tree?

What are the blossoms? To what danger are they exposed? Of what use are the blossoms? What would be the result if the wind swept them away too soon?

Of what use are the roots of a tree?

Tell the names of some kinds of trees that grow berries.

WRITTEN EXERCISES.

1. Write a story about a fruit-tree from the following outline:

Description of leaf-buds. Dangers to which they are exposed. Use of leaves.

Description of blossoms. Dangers to which they are exposed.

The blossom necessary to the production of fruit.

Various kinds of fruit. A description of some one kind. Its uses.

2. Write the history of a tree for a year as if you yourself were the tree.

3. Write the history of a seedling—sweet-pea, for instance—from the time the seed is sown until the blossoms appear.

APPENDIX.

For those teachers who desire subjects for language work other than those presented in the foregoing lessons, the following suggestions are offered :

Description of Actions.—1. The teacher may direct the pupils to tell with their pencils what she does ; she then writes on the blackboard, sits on a chair, walks fast, walks slowly, and performs a number of other actions easily understood by children. Each action should be described in a single sentence.

2. The pupils may be required to describe actions performed by one or more of their number. Sufficient time should be given after an action has been performed to allow the children to write a description of it.

3. A number of consecutive acts, all related to one another, such as taking the blackboard rubber, cleaning the blackboard, finding a crayon, and writing with it, may be performed by the teacher or by a pupil. The story of what the teacher or pupil did, may then be told in the past tense by each pupil, a separate sentence being given to the description of each act. It will add interest to this exercise, and tend to the development of ingenuity to occasionally allow two or three children to devise a series of acts or a little play to be performed before their companions, an account of which is subsequently to be written. In this way the use of the parts of speech, and of almost every variety of sentence, may be practised.

4. Children may be asked to write descriptions of actions they recollect: such as, how a holiday was spent ; how bread is baked ; how a pudding is made ; how a handkerchief is hemmed ; how tea or coffee is prepared for the table ; how the face and hands are washed ; how to make a kite; and so on.

Compositions on Pictures.—Every primary teacher should have a large supply of suitable pictures mounted on card-board. Compositions

on pictures may be divided into two classes, descriptions and imaginary narratives. In the former the aim of the teacher should be to have the pupils find and describe the central object of interest, giving relatively less prominence to minor details ; in other words, to translate into language the artist's conception of the scene depicted by his pencil. This is a difficult thing even for a trained writer. To attempt it in the case of children generally results in the iteration of the stereotyped phrase, "I see a little girl, etc., in the picture." It will be found that children write much more readily and naturally narratives or stories suggested by the pictures. It will frequently be necessary, however, by skillful questioning, to lead their minds into the proper channels of thought. In the case of very young children, their answers, when correctly expressed, should be written by the teacher on the blackboard and made the subject of a reading lesson. No better method than this for the training of the imagination—a faculty peculiarly active in young children—can be found. In a narrative, the outline should follow the chronological order of events.

Compositions on Familiar Objects.—These should follow oral object lessons. In giving an object lesson the teacher should constantly bear in mind two things : first, that the utility of the lesson depends upon the pupil's observing for himself and stating the result of his observations in his own words ; second, that the act of observing consists in discerning resemblances and differences among phenomena. The words of the teacher should not be memorized. The teacher's office is simply to suggest and direct by means of appropriate questioning. It is no part of an object lesson proper to convey knowledge that cannot be obtained by direct observation or be naturally inferred from observation. While every object lesson should be a lesson in the use of language, it may be well occasionally to extend the drill by making an object the theme of a composition. If the preliminary oral lessons have been properly conducted, pupils will have no difficulty in writing about such objects as a chair, a table, a desk, a bell, a blackboard, a window, etc.

Before the children write, however, a brief outline of the points to be written about, should be placed on the blackboard by the teacher. That given below is suggested, not to be rigidly followed in all cases, but to be adapted to each, as circumstances may require or the judgment of the teacher recommend. In descriptive writing it is better to proceed from

the general to the particular, or from the more general to the more particular. Attributes belonging to the object as member of a genus or a species, should be described or stated before the attributes that distinguish it from other members of the genus or the species, are described or stated. Or, to use other language, we may say that the first thing to be done in describing an object is to tell the class to which it belongs; the next, to state the resemblances and differences between it and other members of that class. In one case, the class will be determined by the use or uses of the object; in another, by the material of which it is composed; in a third, by its shape. The order of topics in the outline will, therefore, be largely determined by the class to which the object is referred.

It is not intended that this rule should be followed in the preliminary oral exercise as well. In this it is generally better to proceed from the particular to the general, from the attributes of one or more objects to the attributes of the class to which they belong.

The following outline, to be modified as occasion may require, is suggested :

1. Uses.
2. Shape.
3. Parts and their uses.
4. Materials of which the object is made.
5. Comparison between the object described and some other closely resembling it, as between a chair and a stool.

To write upon such subjects as iron, lead, coal, etc., is, as a rule, beyond the faculties of children in primary classes.

Animals.—In the first lessons upon animals only those that may be made the objects of direct observation, as the cat, the dog, the horse, the cow, should be brought to children's attention. Afterward, others less familiar may be studied either from specimens or from pictures. If the cat be the subject of the lesson, the children may be asked to observe the cat at home and to report in the class-room what they have found with regard to its shape, hair, shape of head, eyes, teeth, feet, claws, habits, and food. Attention may then be called to resemblances between the cat and the tiger. The written exercise may follow such an outline as this :

1. The class to which the cat belongs.
2. Description of the different parts of the body.
3. *Habits.*—Food ; what she preys upon ; how she catches her prey ; motions ; the noises she makes ; how she shows affection or anger.
4. Anecdote of a cat.

A similar outline may be used in describing any other familiar animal. The next step is to compare two animals as to resemblances and differences. In doing this the best plan is to write upon the blackboard the points concerning which comparison is to be made, and to require each point to be treated in a single paragraph. Thus, the cat and the dog may be compared as to shape of body, shape of head, of eyes, of teeth, of feet; methods of catching prey; motions; noises; signs of affection and anger; tricks.

Plants.—When children are required to write descriptions of plants the danger is that their compositions will degenerate into mere lists of technical terms. It is better, therefore, not to make plants the subjects of theme-writing, until a considerable facility in the use of language and a considerable acquaintance with the elementary facts of Botany have been acquired. If the subject be given, however, each child should describe a plant or part of a plant from actual observation. The following outline may be made of service under the conditions already mentioned:

1. General appearance of the whole plant.
2. The time of year at which it blooms.
3. Where it is found and the kind of soil in which it grows.
4. Description of the root, stem, branches, and leaves.
5. Description of the flower—calyx, corolla, stamens, perfume.
6. Fruit, seed.

The next step should be to write about a group of plants, related either as members of the same order or family, or by some subjective consideration; for example, blooming at the same time of the year, use for adornment, use for food, etc. Such groups might be suggested as, early wild flowers, early garden flowers, roses and lilies, flowers noted for their fragrance, the potato and tomato. Before a group is written about, however, each member should be made the subject of one or more object lessons.

In case a fruit, such as the apple or the grape, is assigned as the subject of a composition, the following outline may be of service:

1. In what part of the world is it found?
2. How and to what extent it is used.
3. Description of the plant on which it grows.
4. Description of the fruit as to shape, color, substance, taste and smell.
5. Methods of cooking.

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